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ABSTRACT

A specialized bibliography on the study and practice of teaching interpreting is presented. Introductory comments note that interpreting is young as an academic discipline. Issues covered in this bibliography include the role of bilingualism, the relationship between translation and interpretation, and psychological, neurological, and sociological considerations. The 172 entries are numbered sequentially and arranged alphabetically within seven categories: (1) reference works; (2) theory of interpreting; (3) collective volumes; (4) training in conference interpreting (i.e., general, consecutive, simultaneous, and the curriculum); (5) interpreting as a language-teaching technique; (6) non-conference interpreting; and (7) interpreting as a career. A list of journals cited is included, along with an author index. (LB)

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Specialised Bibliography 5

Teaching Interpreting

study and practice

Compiled and edited by
H Janet Altman

Centre for Information on Language Teaching and Research

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Introduction

I

The corpus of literature relating to interpreting is surprisingly large. Authors have addressed themselves to a great number of different aspects of interpretation, ranging from the role of bilingualism to the relationship between translation and interpretation, and from psychological and neurological considerations to sociological ones. The need to restrict the scope of the bibliography thus becomes apparent. It was felt that, rather than producing an unwieldy volume containing well over a thousand citations, it would be more practical and helpful to concentrate on the one essential area likely to be of particular interest to language teachers, namely the teaching of interpreting.

Interpreting is extremely young as an academic discipline. Conference interpretation as a profession began to take shape only around the turn of the twentieth century. Its emergence can be attributed to two principal factors : the demise of French as the language of diplomacy, and a proliferation of international conferences. And it was not until after the end of World War Two, with the advent of the technology necessary for simultaneous interpreting, and with the huge increase in international communications, that the profession began to assume the shape - and proportions - which we observe today.

The original professional conference interpreters were individuals with impeccable educational and intellectual credentials who also possessed linguistic skills in addition to their many other talents. The first author ever to devote himself to the subject of interpreting, Jean HERBERT (see (17)), was one of those early interpreters.

It was realised in the aftermath of the second World War, in the years when both the United Nations and embryonic European institutions were emerging, that there was a need for new blood to join the ranks of the first generation of highly skilled but untrained conference interpreters. Several training institutions, most of which have since become university centres, were founded in continental Europe. Professional interpreters, particularly those teaching at such colleges, gradually began first to describe and then to conduct research into their discipline. For example, the author of the first truly theoretical investigation of conference interpretation, published in 1968 (see (21)), is Danica SELESKOVITCH, of the Ecole Supérieure d'Interprètes et de Traducteurs in Paris. Although books about the subject are still few and far between, numerous articles have since appeared in specialised journals. The past twenty years have seen a remarkable

proliferation of literature in this area, and there is no sign of a decline in its rate of output.

Practising interpreters and teachers at institutes of interpretation have not been the sole contributors to this research activity. At approximately the same time as interpreters began to approach their work from an academic point of view, ie during the late 1960s, psychologists, socio-linguists, translation theorists and academics in other allied fields began to show interest in the ways in which the study of interpreting could contribute to their own research. Since it is not concerned with teaching, their work is not presented in great detail in this bibliography, although it is touched upon in section 2.

In Great Britain, the pattern of interpreter training is rather different from that which prevails in continental Europe, both East and West. Interpreters' 'schools', or institutes, have never been founded as such. Indeed, there exists only one course in the whole country whose sole aim is the training of interpreters : a short postgraduate course at the Polytechnic of Central London. Would-be interpreters must normally study both interpretation and translation, for example by following a postgraduate course at the University of Bath or Bradford. An alternative is to attend a short intensive postgraduate training course such as that offered by the Commission of the European Communities. A recent development in Britain is that interpreting is becoming increasingly widely recognised as a valuable course component for the enhancing of language learning. The exercise is now being incorporated into the curricula of many British Departments of Modern Languages.

A branch of interpreting which has begun even more recently than conference interpretation to receive the serious attention of authors is the use of interpreters outside the conference hall. Formal training programmes for 'community interpreters', who were already facilitating communication between members of ethnic communities and the authorities, were initiated in Australia in the 1970s. Similar moves are now getting under way in Britain. In the late 1970s the first courses in court interpretation were established in Canada. Another aspect of 'non-conference interpreting' is sign language interpretation for the deaf. This type of interpreting was, however, felt to be too distinct from the others covered here to merit its inclusion in the bibliography.

It is clear, therefore, that the whole area of interpreter training is a new and very dynamic one, in that courses are still emerging and evolving constantly. One of the major developments in the near future is likely to be an institutionalisation of training schemes for non-conference interpreters of ethnic minority languages. Theoretical research seems certain to proceed apace. We can

anticipate the publication of many interesting additions to the literature collected in this volume.

II

The first step in the compilation of the bibliography was to identify relevant items in the Bibliographie internationale de l'interprétation by Ronald and Diane HENRY (5). Its 717 citations were an invaluable aid, particularly in the survey of less recent publications. Also of considerable assistance was a bibliography produced (but never published) by the Groupe de Réflexion Théorique et Scientifique of AIIC (International Association of Conference Interpreters), which contains 131 unannotated citations relating to interpreting and allied disciplines. In addition to following up all references contained in the works cited by these two bibliographies, the main journals for publications on interpretation were searched systematically. A list of these appears in the Sources section (see p 5).

All entries are numbered sequentially and arranged alphabetically within the seven main sections of the bibliography. The first of these (entries 1 to 8) contains reference works which provide general information about interpreting and indications for further reading. Major theoretical studies of interpreting are listed and annotated briefly in section 2 (9 to 24). The Collective Volumes which constitute section 3 (25 to 37) are works containing chapters or articles relevant to this bibliography. Full publication details appear in section 3 : where the individual items appear in the body of the text, a numerical reference guides the reader back to this point. Section 4 (38 to 121), the most substantial one, has been divided into four sub-sections, each of which relates to a particular aspect of training in conference interpretation. In contrast, there is a shift in section 5 (122 to 139) away from the training of professional interpreters to the use of interpreting exercises in the classroom for the purposes of language teaching. Non-conference interpreting, as defined above, is the subject of section 6 (140 to 154) ; and lastly some articles are included which describe what interpreter training may lead to in career terms (section 7 : 155 to 172). There is a brief introduction at the beginning of each section/sub-section. At the end of the book there is a list of the names and places of publication of all journals cited, and after that an alphabetical index of all the authors included, accompanied by the appropriate numerical references.

Wherever mention is made of an author in connection with a work featured elsewhere in the bibliography, his or her name appears in capitals. In order to avoid repeating 'he or she'/'his or her' etc, the masculine pronoun has been used throughout purely for reasons of economy.

It will be noted that most of the items reviewed have been published since 1970. This is attributable to two facts. Firstly, as has already been pointed out, much more has been written about interpreting since 1970 than before that date, especially with respect to its teaching. And secondly, because the discipline has been (and still is) evolving at such a pace, much of what was published in the 1960s (course descriptions, curriculum content etc) is now outdated and has therefore been excluded. This argument does not, of course, apply to major theoretical studies or to works whose interest is intrinsically historical, and which clearly merit inclusion. Regrettably, owing both to restricted availability and to her inability to read Russian, the compiler was unable to scan the principal East European publications covering interpretation.

Finally, the compiler realises that some pertinent material may have been omitted from this bibliography. The principal criterion for inclusion was relevance to its subject matter, the teaching of interpreting, but selection was inevitably subjective. It is to be hoped that the omissions and errors of judgement are not too numerous. Corrections and suggestions for inclusion in any future revised version of the bibliography will of course be most welcome.

Sources

The following publications were searched systematically for relevant material. The cut-off date for the inclusion of literature in the bibliography was September 1986.

Journals

Babel, Budapest
British Journal of Language Teaching (formerly Audio-Visual Language Journal), Oxford
Cuadernos de Traducción e Interpretación, Barcelona
Fremdsprachen, Leipzig
Incorporated Linguist, London
Interprète (L'), Geneva
IRAL, Oxford
Language and Speech, Teddington, Middlesex
Language Monthly, Nottingham
Langages, Paris
Lebende Sprachen, Berlin, FRG
Linguist (The), London
Meta, Montreal
Multilingua, Amsterdam
Neueren Sprachen (Die), Frankfurt
Quinquereme, Bath
Traduire, Paris
Yelmo, Madrid

Other publications

Bibliographic Index, H W Wilson Co, New York
British Humanities Index, London
CIJE (Current Index to Journals in Education), Oryx Press, Phoenix, Arizona
Language Teaching (formerly Language Teaching and Linguistics Abstracts), Cambridge
LLBA (Linguistics and Language Behaviour Abstracts, formerly Language and Language Behaviour Abstracts), San Diego, California
MLA International Bibliography of Books and Articles on the Modern Languages and Literatures (Modern Languages Association of America), New York

Abbreviations

AIIC	Association Internationale des Interprètes de Conférence (International Association of Conference Interpreters)
CI	Conference Interpreting/-ation
ConsI	Consecutive Interpreting/-ation
FL	Foreign Language
I	Interpreting/-ation
LL	Language Laboratory
SI	Simultaneous Interpreting/-ation
SL	Source Language
T	Translating/-ation
TL	Target Language

1 Reference Works

This section mainly comprises bibliographies and background information about the I profession : see HERBERT (6) and THIEME (8). The Bibliography by HENRY and Henry (5) was an invaluable starting basis for the compilation of this work.

1 AIIC (Association Internationale des Interprètes de Conférence) Bibliographies (on CI). AIIC Bulletin 3,3 (1975), 52-56.

The AIIC Bulletin reproduces three bibliographies which appear in works cited elsewhere in this volume. See BARIK (10) : 32 entries, GERVER (16) : 11 entries, and SELESKOVITCH (22) : 67 entries, annotated.

2 AIIC (Association Internationale des Inteprètes de Conférence) Guide to establishments offering courses in conference interpretation. Geneva, AIIC (1984), 22p. Revised (in French) 1985, 73p.

Employing a detailed questionnaire, the interpreters' professional association surveyed the CI courses offered by institutions in 21 mainly European countries. An introduction to the brochure explains the difference between SI and ConsI and indicates the knowledge and aptitudes required to become a conference interpreter. A profile of what AIIC considers to be the 'ideal' training course is given : language competence is a pre-requisite ; postgraduate entry ; teaching is by practising interpreters only, etc. Very few of the institutions listed meet all the recommended criteria. Strikingly different practices were noted in three essential areas : entry requirements, teaching staff and examinations. The number of graduates who find work as interpreters is considered to be indicative of the quality of an establishment. The French revised version contains more factual errors than the original.

3 BABEL
Conference interpreting. Babel Special Issue, 8,1 (1962), 48p.

This volume was published at a time when CI research was in its infancy ; nevertheless, it offers a bibliography which contains 44 entries. 'Noblesse de la parole' by E CARY provides an introduction to the volume. In '"Servitudes et grandeur" de l'interprète', C ANDRONIKOF describes some of the constraints under which the interpreter must work, but argues that these are outweighed by several major sources of satisfaction. D SELESKOVITCH states in 'L'interprétation de conférence' that the interpreter must a) have complete mastery over his working languages ; b) possess broad

general knowledge ; and c) have acquired the necessary technical skill. She explains the differences between I, oral T and written T. SI systems in the parliaments of Malaya, Ceylon and Singapore, and the problems encountered there, are described in A T PILLEY's contribution 'The multi-lingual parliaments of Asia'. L DHANRYPONT is the pseudonym of an organiser of international meetings using CI. His 'Lettre à un interprète' deals with problems of communication between interpreters, meeting organisers and participants.

4 BABEL
Issue largely devoted to CI. Babel 22,3 (1976), 105-106.

In addition to the articles by LOCHNER (162) and HENDERSON (64), the major contributions are 'On quality in interpretation' by David L GOLD and 'Conference interpreting in Poland : an overview of the problems' by Andrzej KOPCZYNSKI. There is also an unannotated (and now clearly outdated) list of the articles about or touching upon interpretation which had appeared in the journal since publication began in 1955. 42 titles are included, eleven of which are also contained in the 1962 special issue on CI (see (3) above).

5 HENRY, Ronald and Diane Henry
Bibliographie internationale de l'interprétation (International Bibliography of I). Sudbury, Ontario, Librairie de l'Université Laurentienne (1978), 103p.

This is the only exhaustive bibliography of I : so exhaustive, in fact, that utterly irrelevant references occasionally creep in, such as one on the theory and practice of literary translation. But despite its minor shortcomings and inaccuracies (a cavalier attitude to the use of the umlaut in German, for example), the Bibliography provided an invaluable source of material for the compilation of the present volume.
Section A covers books (157 entries) and Section B articles (560 entries), with items listed alphabetically in each case. The publication is by now inevitably outdated.

6 HERBERT, Jean
How conference interpretation grew. In Gerver and Sinaiko 1978 (30), 5-10.

Herbert states that there have been interpreters since the remotest antiquity, but that CI developed into a recognised profession only during the First World War. Until then, all international meetings of any importance had been held exclusively in French. The author, who witnessed the birth of the profession and wrote one of the most authoritative early books about it (17), gives some personal

recollections. Speeches, which occasionally lasted over an hour, were originally interpreted consecutively. The first attempts to introduce SI were made shortly before the Second World War. Its increased use has had a psychological impact on the interpreter. According to Herbert, their profession does not justify interpreters to possess a complex of either inferiority or superiority.

7 ROBERTS, Roda P and Johanne Blais
The didactics of translation and interpretation : an annotated bibliography. In Delisle 1981 (26), 265-294.

Only French and English texts dealing with the training of professionals were included ; those relating to the use of T/I for language acquisition purposes were discarded. The 88 citations are annotated with a brief summary of their main points and classified by the aspects of T/I teaching covered. An index lists all the publications according to these analytical categories. The authors intend to publish a more complete bibliography at a later date. The bibliography deals mainly with T ; I is covered less thoroughly. Several of the course programmes described are 30 years out of date, and can therefore be of historical interest only.

8 THIEME, Karl
Die geschichtlichen Haupt-Typen des Dolmetschens (The principal historical forms of interpreting). Babel 1,2 (1955), 55-60.

Four types of I corresponding to four types of language are identified : 1) sacred language, whereby biblical texts were expounded to lay congregations ; 2) official language which, like 1), was imposed upon the people from above and based upon a binding original text ; 3) literary language, which permits the translator more freedom ; 4) the language of commerce, as used in business transactions. This latter type of I, clearly the closest to what we understand by I today, dates back to the year 3,000 BC and is mentioned in the Bible. Only after World War One, and the decline of French as the language of diplomacy, did the profession expand significantly. The first training schools were set up shortly after World War Two.

2 Theory of Interpreting

Despite the fact that the principal concern of this Bibliography is the teaching of I, a brief guide to some of the 'standard' works on I theory not otherwise covered has been included for the sake of completeness.

Broadly speaking, there have been two main approaches to the theory of I : that of psychologists and that of linguists. The psychologists have investigated SI in particular, with a view to furthering knowledge in such areas as psycholinguistics, cognitive psychology and human skills (as well as stress, personality, etc). See entries below : BARIK (10) and GERVER (16). Other authors include F Goldman-Eisler (see eg 'Segmentation of input in simultaneous translation', Journal of Psycholinguistic Research 1 (1972), 127-140).

The linguists, mostly practising interpreters, and beginning with Jean HERBERT (17), have tended to concentrate on I more as a means of communication involving transfer of the meaning of an utterance from one language (and one culture) to another. A leading centre of I research in Western Europe is the ESIT (Ecole Supérieure d'Interprètes et de Traducteurs) in Paris, directed by D Seleskovitch. Examples of literature emanating from this source are GARCIA-LANDA (15), LEDERER (19) and SELESKOVITCH (21, 22). The two titles by CHERNOV (12, 13) are examples of the theoretical approach in Eastern Europe, where another major Soviet exponent was MINYAR-BELORUCHEV (see 67, 68). In both the Federal Republic of Germany and the German Democratic Republic, I is generally regarded, as far as research is concerned, as an offshoot of its sister activity T, and the German term 'Translation' ('linguistic transfer') covers both activities. W Wilss (FRG) and A Neubert (GDR) are two of the leading theorists in the German-speaking world, although since they write more about T than I, their theoretical work has not been included here. (See, however, WILSS (121)). CARTELLIERI (11), like Neubert, is based at the Leipzig Interpreters' Institute.

A different approach to I, that of the sociologist, is evident in the article by ANDERSON (9).

9 ANDERSON, R Bruce W
Perspectives on the role of interpreter. In Translation : applications and research ed by R W Brislin, New York, Gardner Press (1976), 208-228.

Anderson argues that the role and behaviour of interpreters is of relevance to sociolinguistic and sociological theory and research. The author reviews selected literature pertaining to three aspects

of the interpreter's role : 1) the interpreter as a bilingual ; 2) ambiguities and conflicts in the interpreter's role as an intermediary ; 3) the interpreter as a power figure (monopolisation of the means of communication). There is an extensive bibliography.

10 BARIK, Henri C
Simultaneous interpretation : qualitative and linguistic data. Language and Speech 18 (1975), 272-297.

This article is one of two relating to a study on SI published by the author in the same journal, the other being 'Simultaneous interpretation : temporal and quantitative data' (1973).
The interpreter's version of a text may reveal 'translation departures' of three types : 1) omissions ('skipping'/comprehension/delay/compounding omissions) ; 2) additions (qualifier/elaboration/relationship/closure additions) ; 3) substitutions and errors (mild/gross semantic errors, mild/substantial/gross phrasing changes). These T departures are analysed according to temporal and grammatical attributes of the input material. The author acknowledges 'the shortcomings of the coding scheme, which is insensitive to the "elegance" of the translation'. He feels that the interpreter's ability to segment the incoming message at linguistically appropriate places (time lag) is a critical factor which affects quality of performance. Other linguistic observations relate to difficulties with differing grammatical constructions, with 'function words' and with abstract words, 'reversals of T', interference from SL and 'flaws' in delivery.

11 CARTELLIERI, Claus et al
Zu Bedeutung und Aufgaben des Gedächtnisses beim Dolmetschen (The importance and role of memory in I). Fremdsprachen 23,3 (1979), 169-178.

The authors, interpreters and psychologists, address themselves to four questions which they consider important in terms of both I quality and training. 1) What role does memory play in I ? They adduce the current consensus that at least three overlapping areas of memory are of relevance to human information processing : immediate, short-term and long-term recall. 2) Are signs of laterality in the central nervous system useful in the optimising of I processes ? Language production is lateralised to a lesser extent than is perception, which, in right-handed people, takes place in the left hemisphere of the brain. 3) What tasks are performed by the memory during I ? Various storage functions, monitoring of output, etc are involved. 4) How can the interpreter best prepare himself for duty ? Some advice is given to help interpreters prepare for

specific assignments : short-term memory is the most crucial in this context.

12 CHERNOV, Ghelly V
Teoriya i praktika sinkhronnogo perevoda (Theory and practice of simultaneous translation). Moscow, Mezhdunarodniye Otnosheniya (1978), 206p.

This book, written by one of the Soviet Union's foremost interpreters at the United Nations, aims to present a psycholinguistic account of the processes at work when SI is performed.
Part 1. The book begins with a brief examination of the historical development of the practice of SI, then provides an extensive critical review of the existing literature. After an investigation into the question of whether 'simultaneous' I is indeed simultaneous, part 1 concludes with an attempt to define the problems involved in studying SI and those features which distinguish it from research into other forms of T.
Part 2. The concept of the anticipation mechanism, typical of the Soviet school of T theory, is developed. This theory argues that the interpreter is able to some extent to predict what the speaker will say, and that he is aided in this by a number of hierarchically structured factors which include the text structure and the communicative situation. Each of the levels is examined in detail, and the results of various experiments are incorporated.
Part 3. Many feel this to be the most useful section. It sets out a comprehensive training programme for interpreters, taking account not only of the need to develop language skills but also of the importance of sound general and background knowledge. The duties of the conference organiser are outlined in a final chapter.
Conclusion. The author indicates his intentions to develop his theory further, and to flesh out the section on training in greater detail. The bibliography of Russian sources contains 42 entries, while 81 entries refer to sources in English, French and German.
Although opinion is divided as to the validity of the 'probability-anticipatory' theory of SI, there is no question that this book is a major addition to studies in I.

13 CHERNOV, Ghelly V
Semantic aspects of psycholinguistic research in simultaneous interpretation. Language and speech 22,3 (1979), 277-295.

Semantic redundancy in the SL message is considered to be a source of semantic prediction, ie it helps the interpreter to predict probable developments in the sense of the message. The results of an experimental study of the semantic component of the SI mechanism point to a cumulative dynamic analysis of the semantic structure of

the incoming message on the part of the interpreter. Suggestions are made for further psycholinguistic research into SI.

14 FLEISCHMANN, Eberhard and Claus Cartellieri
Übersetzungstheorie und wissenschaftliche Grundlagen der Ausbildung von Sprachmittlern : Bericht über eine übersetzungswissenschaftliche Konferenz in Moskau (IV and IV). (T theory and scientific principles of interpreter/translator training : report on a conference in Moscow on the theory of T). Fremdsprachen 20,3 (1976), 164-168 ; 20,4 (1976), 258-261.

The report is in five parts but is reviewed here as one. See also KADE (18) : parts 1 and 2, and SCHMIDT (20) : part 3.

The conference was held at the Maurice Thorez Institute of Foreign Languages, Moscow, in May 1975. The authors of part 1 begin by outlining the overall approach to T theory shared by the host institution and their own, the Theoretical and Applied Linguistics Department of Karl Marx University, Leipzig (GDR). The theoretical explanation of 'Translation' (see introduction to this section) is soundly based upon the tenets of Marxism-Leninism. The application of such a theory to specific language pairs, and the methodology of doing so comparatively, was a prominent theme of the conference, into which it was intended to research further. I and T are considered to be essentially communicative acts which must be investigated as an aspect of human linguistic activity and as a social phenomenon. Each of the papers presented in plenary session is summarised : none deals specifically with I.
Five parallel working sessions covered the following themes : 1) general T theory ; 2) particular T theory (ie theory of T between language pairs) ; 3) literary T ; 4) I ; 5) methodology of translator/interpreter training. This was the first such Conference at which a session had been devoted to I (session 4). Most contributors to it indicated the growing amount of theoretical research into SI, which involved T theorists, psychologists, engineers and interpreters. In his keynote paper, G V Chernov explained some experimental results relating to text comprehension in I. All information relevant for the interpreter's purposes, he claimed, is contained in the first third of a text and thereafter merely developed. The interpreter concentrates on the results of his analysis of the part of a speech already heard, since what lies ahead is unknown. The simultaneous interpreter can therefore only work effectively if he has correctly grasped the speaker's main ideas, since otherwise his prediction/anticipation will be incorrect. The necessary preconditions for setting up a model of SI were addressed by G Ya Uzil'evskii. Migachev called for the introduction of specific exercises for the purposes of teaching grammar and lexis to trainee interpreters. A F Shiryaev assumed that each individual simultaneous interpreter chooses his own units of

analysis, since an overall pattern was difficult to detect. E N Sladkovskaya stressed how crucial it was for the interpreter to recognise main and subordinate themes in a speech. Simultaneous interpreters, according to S A Lukanina, strive to avoid structural changes in the original syntax, even though this often has unsatisfactory results, since to alter the syntax they need to remain further behind the speaker and hence expend greater effort. C Cartellieri felt that the most difficult operation for students of SI to perform was not analysis but the many and varied monitoring operations involved.
Only four of the eleven papers presented in session 5 were specifically devoted to pedagogical questions, and of these only one related to I, 'this discipline which we have tended rather to overlook', as the authors put it. L N Smirnova spoke about the methodology of practical classes in ConsI : a text is compressed by means of information selection and an economic use of language on the part of the interpreter. The degree of compression (from 25 to 80%) will vary according to the purpose of the communication (as well as audience interest, redundancy of an utterance, time available etc), and tasks can be set accordingly. Other contributions focused on the improvement of public speaking competence in trainee translator/interpreters.

15 GARCIA-LANDA, Mariano
Práctica y teoría de la interpretación (The practice and theory of I). Cuadernos de traducción e interpretación 4 (1984), 31-50.

The author is a member of the 'Paris school' which revolves around D Seleskovitch and the ESIT (Ecole Supérieure d'Interprètes et de Traducteurs). He does not, however, teach CI and is one of the few theoretical writers to work full-time as a free-lance interpreter.
It is possible, he claims, to shed light on T theory by investigating the CI process. To translate is to extract the meaning from a text or speech in one language and to re-express it in another, reformulating what has already been said. The interpreter has more freedom than the translator, in that he concentrates on the sense ('vouloir-dire') of a message rather than the words which convey it. The speech act is a fusion of four systems : linguistic, socio-cultural and that of the subject matter, as well as the crucial system of the underlying sense. The author challenges the theories of both linguists and psychologists regarding the T process. His theory of the primacy of the perception of meaning emerges from an examination of CI in practice.

16 GERVER, David
A psychological approach to simultaneous interpretation. Meta 20,2 (1975), 119-128.

Gerver feels that psychological research into SI, a form of complex human information processing, can shed light on aspects of human attention, memory and linguistic behaviour. The author reviews what - in 1975 - was recent literature on SI, of which he finds that there is surprisingly little.
The first psychological research on SI was by Oleron and Nanpon in 1964. They concluded that the interpreter must grasp a certain amount of material before he can translate. D Gerver deduced in 1969 that the optimal SL input rate was 100-120 words per minute, and in 1974 that the main effect of noise was to retard the processing of input. H Barik suggested in 1971 that analysis of errors might provide clues to the processes involved in SI, and that self-correction and recall are other relevant factors. The author disputes the claim advanced by both Goldman-Eisler (1968) and Barik (1973) that, in order to avoid the strain of simultaneous listening and speaking, interpreters will try to make use of brief pauses in the SL message. A model (and a flow-chart) of the SI process is proposed. Although aspects of the task may be carried out sequentially, the task as a whole must involve some degree of attention sharing. Areas for further research include the linguistic analysis involved in SI, motivational and situational aspects, bilingualism and the interaction of personality with task performance.

17 HERBERT, Jean
The interpreter's handbook : how to become a conference interpreter. Geneva, Georg (1952) ; 2nd ed, rev and enlg (1968), 115p.

The first book ever written about CI was published when the profession was in its infancy by one of its oldest and most distinguished members (see also HERBERT (6)). It is still regarded today as a 'classic'.
The first chapter, The object and spirit of CI, begins with a description of the interpreter's mission : 'The mission of the interpreter is to help individuals and communities to acquire a fuller knowledge and a deeper understanding of one another, and, what is still more important, a greater respect for one another. Also to come to an agreement if they should want to do so.' Next, the author lists the intellectual requirements for the job, and explains the various methods of I.
The I process consists of three distinct parts : understanding, conversion and delivery, which are covered in chapters 2, 3 and 4 respectively.
Understanding. In order to be able to interpret a speech satisfactorily, the interpreter must be able to hear it well. He needs to have an intimate knowledge of the language in which it was given and to be acquainted with the specific culture and linguistic peculiarities of the country of the speaker. In addition to being

well versed in the subject matter of the discussion, he must possess a wide general education.
Conversion. Whichever mode of I is being used, the interpreter should not translate literally but should express each idea as it would normally be expressed by a good public speaker in the TL. Particularly problematical are proverbs and metaphors, allusions, jokes and after-dinner stories, speakers' mistakes, obscure and ambiguous statements, and long quotations within improvised speech. Brief hints only are given as to the technique of transfer peculiar to SI, which method the author feels generates performance of inferior quality. As regards ConsI, aspects such as the use of symbols and abbreviations are discussed.
Delivery. The interpreter's voice should carry well and be pleasant to hear. A good interpreter must be a trained public orator and speak only his mother tongue wherever possible. Considerations of style, intonation and the relative length of a ConsI are raised among others. The interpreter should never pause or leave a sentence unfinished. He is advised how to proceed if he makes a mistake.
In the next chapter, entitled Miscellaneous, the author refers to conference-room manners, the use of meeting documents, team work and other practical aspects of the job. The final chapter, Interpreting as a profession, relates to training, starting out in the profession, etc.

18 KADE, Otto
Übersetzungstheorie und wissenschaftliche Grundlagen der Ausbildung von Sprachmittlern : Bericht über eine übersetzungswissenschaftliche Konferenz in Moskau (I and II). Fremdsprachen 19,4 (1975), 250-256 ; 20,1 (1976), 18-23.

See above : FLEISCHMANN and Cartellieri (14).

19 LEDERER, Marianne
La traduction simultanée : expérience et théorie (Simultaneous T : experiment and theory). Paris, Minard Lettres Modernes (1981), 454p.

63 minutes of spontaneous discussions, mostly in German, and their SI into French by two interpreters, formed the corpus of the experiment. The individual operations carried out by the interpreter in the SI process are identified and examined in successive chapters. 1) The aural perception of a speech by the interpreter in a given situation. He not only hears it but must listen actively to it, whilst at the same time monitoring his own output. 2) The mental processes intervening between the perception of the sounds and the understanding of their meaning. The interpreter concentrates not on words but on units of meaning. Both short-term recall and cognitive memory play their part. A pragmatic, or contextualised, overall meaning emerges. 3) The understanding of a speech : the verbal and

cognitive contexts are both crucial here, as is the wider knowledge of the interpreter. Every communication consists of more than linguistic meaning alone, and the interpreter focuses on the sense. 4) By studying SI it is possible to gain insight into the process of learning and acquiring knowledge. 5) SI is not truly simultaneous : there is always a time-lag of a few seconds between hearing, comprehending and expressing the speech. Anticipation occasionally takes place, as for example in the case of the German verb. Various factors determine the strategies used in reproducing an utterance and the length of the time-lag. 6) Re-expression by the interpreter in his own words, making a conscious effort to avoid linguistic interference from the original speech. Oral I and written T have much in common : the author applies the principles established with respect to SI to its sister activity, T. Her conclusion is that SI is useful to both linguists and psychologists, since it enables them to investigate the ways in which language functions and understanding takes place.
Examples from the corpus, which is reproduced in an annex, are given throughout.

20 SCHMIDT, Heide
Übersetzungstheorie und wissenschaftliche Grundlagen der Ausbildung von Sprachmittlern : Bericht über eine übersetzungswissenschaftliche Konferenz in Moskau (III). Fremdsprachen 20,2 (1976), 98-103.

See above : FLEISCHMANN and Cartellieri (14).

21 SELESKOVITCH, Danica
L'interprète dans les conférences internationales : problèmes de langage et de communication (Interpreting for international conferences : problems of language and communication). Paris, Minard Lettres Modernes (1968), 263p.

This book is a popular and readily accessible introduction to I theory. The I process consists not of word-for-word transposition but of the communication and exegesis of a message. Three major sections correspond to the three aspects of this process.
1) **Understanding.** The interpreter deals with spontaneous oral language. Words are evanescent but their meaning remains, always situated within a well-defined context. Particular attention must be paid by the interpreter to the identity and intentions of the generator of the message. Analysis by the interpreter is essential in both ConsI and SI, and various methods of analysis are suggested. The role of memory is discussed. Understanding in I is not spontaneous but is the result of concentrated effort.
2) **Knowledge** : i) the subject. The interpreter cannot be a specialist in all fields but must have extensive general knowledge and the intellectual ability to assimilate new concepts rapidly ;

ii) languages. An interpreter may work with only two or three languages but he must have exceptional mastery over them and be able to switch effortlessly between linguistic codes when re-expressing ideas. Specialised terminology is sometimes problematical.
3) **Expression.** Once the interpreter has understood and assimilated the meaning of an utterance, he dissociates it from the words which conveyed it and re-expresses it, normally in his mother tongue and always in terms which will be readily understood by his audience. His words are his own, but both the ideas and the style are those of the speaker.
A final section relates to the practical side of I and investigates flaws in the quality of performance : in ConsI ; in SI ; for technical reasons ; when coping with written texts ; because of factors such as stress and fatigue.

22 SELESKOVITCH, Danica
Langage, langues et mémoire : étude de la prise de notes en interprétation consécutive (Speech, languages and memory : a study of note-taking for ConsI). Paris, Minard Lettres Modernes (1975), 272p.

The author's objective is to confirm her hypothesis that I is not a process of code-switching but involves an intermediate phase during which the signifier disappears and the mental processes involve non-linguistic activity.
In the experiment, two recorded speeches in English were interpreted consecutively into French by several AIIC interpreters, who were subsequently questioned about their notes. The speeches and also the notes, renderings and explanantions of six interpreters are reproduced in an annex. The main section of the text has three parts. Examples from the corpus are provided throughout.
1) **Notation of words.** Some words which can signify only one thing were both noted down and translated by those participating in the experiment. They included figures, proper names and lists of nouns. Most words, however, have more than one meaning, and the relevant meaning emerges from the context. These include technical terms, which are always noted in ConsI.
2) **Notation of ideas.** An interpreter always conveys the speaker's ideas rather than his words. Notes serve a dual function : they aid concentration on details of the speech during the analytical (listening) phase and reactivate the memory when the interpreter presents his version. Figures which occur in an argumentative passage present a particular problem. The author explains why shorthand is too slow a system to be of use in ConsI. The notes taken are highly individual, and it is wrong for interpreter schools to try and impose a particular notation system on students or to demand a word-for-word reproduction of the original. The sense is what must be conveyed faithfully.
3) **The notes : form and language.** The author refers to ROZAN's seven

principles and twenty symbols (see (70)), and comments in particular on the use of abbreviations. The participating interpreters took some of their notes in the SL and others in the TL. It appears that during the intermediate, analytical phase, ideas are retained in a non-linguistic form which indicates that the language of the notes is irrelevant. However Seleskovitch, who advises her students to take their notes in the TL, expresses surprise at the linguistic heterogeneity of the participants' notes.
Conclusion. The interpreter's comprehension of a speech is facilitated by both his (prior) linguistic knowledge and his general knowledge of the world. Three types of memory can be distinguished : the registering of sounds, linguistic meanings and overall meaning. Since the latter is inevitably subjective, the interpreter must ensure that he understands the speaker's words in the sense intended. ConsI would provide the ideal vehicle for a more general investigation of human understanding, language and memory.

23 SELESKOVITCH, Danica and Marianne Lederer
Interpréter pour traduire (Interpreting to translate). Paris, Didier Erudition (1984), 311p.

This volume contains a collection of chapters and articles by the two authors which have been published in various books and journals. See LEDERER (79) and SELESKOVITCH (52). The substitution of words in one language by equivalents in another is described as being one - minor - aspect of T. But in the case of both written and oral discourse, the bulk of a text, its arguments, facts and ideas, has to be **interpreted**. The volume has three sections : 1) What is T ? (seven articles) ; 2) The teaching of I (four articles) ; and 3) T and language (six articles).

24 VAN HOOF, Henri
Théorie et pratique de l'interprétation : avec application particulière à l'anglais et au français (Theory and practice of I : with particular application to English and French). München, Max Hueber Verlag (1962), 191p.

The book is divided into two sections : I theory and I practice.
I theory. Chapter 1, although modestly entitled 'Un peu d'histoire', is most informative about the various roles interpreters have played in public life from Greek and Roman times until the present. The different categories of interpreters in modern times (liaison interpreter, military interpreter, court interpreter and conference interpreter) are the subject of chapter 2. I methods are described in chapter 3 : ConsI, SI and 'semi-simultaneous interpretation' (which, since the publication of this work, seems to have completely disappeared). In the final chapter of this section, devoted to

professional conduct, the AIIC Code of Ethics and Conditions of Work are reproduced in part.

I practice. This section relates primarily to the training of interpreters. It begins (chapter 5) by enumerating the personal attributes which the interpreter must possess : physical (good voice, breathing, stamina and nerves) ; intellectual (linguistic and general knowledge) ; mental (memory, good judgment, concentration, divided attention). Chapter 6, on ConsI, is the longest. The process is split into two phases : note-taking and the reading of notes. The former is examined in greater detail (presentation of notes, theory of note-taking, use of abbreviations and symbols, lay-out, etc) since it is crucial to the success of the latter. Many examples are supplied. In chapter 7, devoted to SI, a lengthy description of technical installations is followed by some proposed teaching methods. Terminological problems are addressed in chapters 8 and 9. In the first of these, entitled International terminology, sample glossaries are given in four fields : the nomenclature of international meetings, historical terms, the vocabulary of treaties, and meeting terminology. The author considers (chapter 9) that economic terminology lends itself particularly well to the acquisition of note-taking techniques, and gives some examples. There are four appendices and a comprehensive bibliography.

3 Collective Volumes

All the volumes listed below are collective works, selected chapters or articles of which are included elsewhere in the Bibliography.

25 CITEAA (Conference of the Interpreter/Translator Educators Association of Australia)
Proceedings of CITEAA VII. Milperra, Australia, Macarthur Institute of Higher Education (1985), 69p.

The principal thematic areas addressed by the conference concentrated on the future of I/T as a profession in Australia, the role of linguistics in interpreter/translator training, and directions in interpreter/translator education. The volume contains five selected papers only, four of which are included in this bibliography : BLEWETT (140), DAVIDSON (96), GENTILE (144) and HEWITT (103). It should perhaps be pointed out here that the I profession and training courses in Australia focus far less on conference than on community I, which situation is markedly different from that in Europe.

26 DELISLE, Jean (ed)
L'enseignement de l'interprétation et de la traduction : de la théorie à la pédagogie (The teaching of I and T : from theory to pedagogy). University of Ottawa Press, Cahiers de Traductologie No 4 (1981), 296p.

This volume was published to mark the tenth anniversary of the foundation of the ETI (Ecole de Traducteurs et d'Interprètes) at the University of Ottawa. An introductory chapter by the editor gives a historical survey of T teaching since it began there in 1936. Expertise at the ETI seems to lie more in the field of T than I : part 1 of the book, entitled Pedagogy of I, comprises five chapters all by authors from the ESIT (Ecole Supérieure d'Interprètes et de Traducteurs, Paris). See separate entries under DEJEAN LE FEAL (42), LEDERER (79), SELESKOVITCH (52), and THIERY (72). Only one of the ten chapters in part 2, Pedagogy of T, is of interest here : see entry under HARRIS (44). Part 3 is the annotated bibliography referred to under ROBERTS and BLAIS (7).

27 DOBLE, Gordon and Brian T Griffiths (eds)
Oral skills in the modern languages degree. Proceedings of a conference convened by and held at the University of Bradford in January 1984, London, CILT (1985), 240p.

In his introduction, R B TILFORD maintains that 'renewed emphasis on

oral-aural skills at the university level has stimulated the search for new language-teaching methods'. At the conference it emerged that modern language departments in higher education can no longer be placed unequivocally in one of two groups, 'traditional' or 'progressive' : approximately two thirds of the 34 universities and fourteen polytechnics represented were engaging in 'advanced' or 'applied' language activities, hitherto practised less in the longer-established institutions.
Part 1 contains the nine papers presented in plenary sessions : see entries by GRIFFITHS (126) and POLLOCK (135). In part 2 there are brief reports on the 24 workshops which covered a wide variety of issues, including one on Interpreting as a language-learning activity which generated so much interest that it formed the theme of a follow-up conference at the University of Salford in 1985 (see THOMAS and Towell 1985 (35). The closing session, or forum, beginning with an address by Alan Hornsey and concluding with a general discussion, constitutes part 3.

28 DRESCHER, Horst W and Signe Scheffzek (eds)
Theorie und Praxis des Übersetzens und Dolmetschens (Theory and practice of T and I). Frankfurt/M., Peter Lang (1976), 280p.

These are the proceedings (papers and discussion) of an international colloquium held in May 1975 at the Department of Applied Languages of the Johannes Gutenberg University Mainz, Germersheim, entitled 'T and I - the meeting of theory and practice'. See separate entries : BLANKE (87), COSSON (92) and PAEPCKE (112).

29 Festschrift zum 40-jährigen Bestehen des Instituts für Übersetzer- und Dolmetscherausbildung der Universität Wien (Festschrift to commemorate the 40th anniversary of the Institute for Translator and Interpreter Training, University of Vienna). Tulln, Dr D Ott-Verlag (1983), 152p.

The Festschrift reproduces papers presented at a symposium entitled 'The theory and practice of T and I', held in May 1983. Four of the twelve contributions are reviewed below : BOWEN (88), BÜHLER (90), KURZ (78) and PETIOKY (115).

30 GERVER, David and H Wallace Sinaiko (eds)
Language interpretation and communication. NATO Conference Series III:6, New York and London, Plenum Press (1978), 427p.

This volume contains the proceedings of a symposium held in Venice in 1977, whose three aims were : the dissemination and exchange of theory and research findings in the fields of psychology,

linguistics, T and sociology as they relate to language interpretation ; the definition of points of contact between professional and research interests ; and the planning of collaborative research. The volume has seven sections : 1) CI - an introduction ; 2) Sign language and sign interpretation ; 3) Bilingualism, T and I ; 4) Linguistic, sociolinguistic and social approaches ; 5) Psychological approaches ; 6) Theory and research in CI ; 7) Conclusion.
The conference was the first interdisciplinary forum on practical and theoretical aspects of CI. See separate entries by HERBERT (6), KEISER (48), LONGLEY (108) and NAMY (81).

31 KAPP, Volker (ed)
Übersetzer und Dolmetscher : theoretische Grundlagen, Ausbildung, Berufspraxis (Translators and interpreters : basic theory, training, professional practice). Heidelberg, Quelle and Meyer (1974), 218p. 2nd ed (1984), 239p.

The first contribution, by the editor (see below), is one of two introductory chapters. There follow three main sections : 1) Basic theory (four chapters) ; 2) Training (eight chapters : see LOTZMANN (109), PETIOKY (113), STEFFEN (119) and WILLETT (55)) ; and 3) Professional practice (two chapters). The four appendices include a bibliography consisting of 107 items, which is arranged into seven subject areas.

32 KAPP, Volker
Probleme von Theorie und Praxis in der Ausbildung zum Übersetzer und Dolmetscher (Theoretical and practical problems in translator and interpreter training). In Kapp 1974 (31), 7-13.

According to Kapp, there is a lack of knowledge among the general public, including prospective trainees, about T and I. The volume introduced by this chapter (see (31) above) is an attempt to inform aspiring translators/ interpreters about their chosen course of study. It deals primarily with university-level training, and must unavoidably confront the issue of achieving the correct balance between theoretical and practical elements of such instruction. Some chapters aim to present a clear picture of both training and the profession to the beginner or layman, whilst others deal with more theoretical considerations or with aspects of the curriculum. Whereas T theory has largely been conceived by linguists, it is claimed by the author that the theory of I is mainly the work of practising interpreters. Theory and practice have therefore diverged to a lesser extent in the case of I.

33 META
Conference interpretation. Meta Special Issue, 30,1 (1985), 113p.

Training in I which, it is considered, has been adequately explored elsewhere, is the subject of only one article (see MOSER-MERCER (80)). The remaining eighteen contributions cover a wide range of theoretical and practical issues relating to CI. D Seleskovitch argues for the term 'interprétation' as opposed to 'interprétariat', the latter seeming to imply that I constitutes nothing more than word-for-word substitution. M Lederer argues that T and I are fundamentally one and the same process, although the results they produce are different. According to M Garcia-Landa, the most important linguistic phenomenon - the perception of meaning - can best be observed in oral T. The Kintsch and Van Dijk model of discourse comprehension and production is applied by J Mackintosh to the I process. With a view to studying the difficulties of information transfer in SI, D Gile sets up a model based on the three 'efforts' involved : listening and analysis, production, and memory. H Bühler feels that CI is a 'multi-channel communication phenomenon' : visual, as well as verbal, signals should be unimpaired. K Déjean Le Féal explains why it is so inordinately difficult to cope with the literary register in SI. 'Phraseology is as important to interpreters .... as terminology' : G Ilg suggests how relevant vocabulary might be accessed. S-M and W E Lambert address a questionnaire to interpreters about handedness and the 'preferred' ear, in a search for physiological data. D and M Bowen look back to the Nuremberg Trials, when SI was first used on a large scale. The conference interpreter, says C Thiery, bears a responsibility towards both the speaker and the meeting as a whole, and is therefore bound by the strictest secrecy. The contribution by R W Jumpelt is entitled 'The conference interpreter's working environment under the new ISO and IEC standards'. A Daly describes some experiments involving I for international satellite television. A personal view of the CI profession, past, present and future, is provided by T Romer. In the final contribution, P A Jensen challenges what he perceives to be D Seleskovitch's premise for the study of SI, the 'proposed separation of thought and language', and considers the ability of error typologies to provide insight into mental processes.

34 THOMAS, Arlette and Jacques Flamand (eds)
La traduction : l'universitaire et le practicien (T : academics and practitioners), (l'interprétation 369-403). Editions de l'Université d'Ottawa, Cahiers de Traductologie No 5 (1984), 427p.

These are the proceedings of a congress held at the University of Quebec, Montreal, in May 1980, which had five major objectives : to examine university curriculum contents and teaching methods, to review the current literature, to evaluate all the specialised

fields of study, to assess the role and function of the translator in society, and to enable professional translators and T teachers to benefit from each others' experience. Most of the conference sessions dealt with T. Two, however, related to I : a) Requirements and standards of major employers ; and b) Interpreter training. See ROBICHAUD (49) and ROMER (50).

35 THOMAS, Noel and Richard Towell (eds)
Interpreting as a language teaching technique. Proceedings of a conference convened by and held at the University of Salford, 2-5 January 1985, London, CILT (1985), 128p.

The conference held in Salford was a follow-up to the 1984 Bradford Conference (see DOBLE and Griffiths (27)). As explained in the introduction, some terminological confusion arose at Salford over the conflicting use made by conference participants of the terms ad hoc, bilateral, liaison and consecutive I. There was nevertheless agreement that the major objective of the exercise is communication, and that I activities must be properly integrated within the course syllabus. Eleven of the papers reproduced are to be found in section 5 : ALTMAN, BRUTON, CROFT, GRIFFITHS, HANSTOCK, KEITH, LAYTON, OSTARHILD, PARNELL, TOWELL and TOWNSON ; one, RIDDELL (82), appears in 4c.

36 UNIVERSITE DE MONS (ed)
Vingt ans d'enseignement et de recherche en traduction et en interprétation de conférence (Twenty years of teaching and research in T and CI). Mons, Ecole d'Interprètes Internationaux, Université de l'Etat (1983), 235p.

The eighteen contributions to this volume are all by teachers at the Ecole d'Interprètes Internationaux or the Faculty of Linguistics of Mons University, Belgium. Very few relate to I : see COLLECTIF (59), and INTRAVAIA and Scavée (106).

37 WILSS, Wolfram and Gisela Thome (eds)
Die Theorie des Übersetzens und ihr Aufschlusswert für die Übersetzungs- und Dolmetschdidaktik (T theory and its implementation in the teaching of T and I). Tübingen, Gunter Narr Verlag (1984), 372p.

This book contains the 40 papers presented at the international AILA colloquium of the same title in July 1983 at the Universität des Saarlandes, Saarbrücken. According to the editors, the diversity of approaches taken at the colloquium brought to light the fact that no single 'operative' theory of T teaching has yet emerged, and that more research is needed in this field.

The papers are grouped under the following nine headings : 1) T theory and T teaching ; 2) text linguistics and T teaching ; 3) how teachable/learnable is literary T ? ; 4) grammatical and idiomatic phenomena as problems of T ; 5) T teaching as an applied behavioural science ; 6) curricular aspects of T training (see BRÄNDLE (141)) ; 7) learning targets and progress evaluation in T teaching ; 8) linguistic, text linguistic and psycholinguistic aspects of I teaching (see BOWEN and Bowen(89), HATIM (101) and PANETH (69)) ; 9) the significance of machine T for the training of translators.

4 Training in Conference Interpreting

4a GENERAL

Unlike the works included under sections 4b, 4c and 4d, which relate to specific areas of interpreter training, this one touches upon more general issues, such as the relationship between T and I, the use of the LL for teaching purposes, and bilingualism. Most of the authors of the articles in section 4a propose pedagogical principles upon which to base a course in I and outline a suitable methodology without, however, describing the content of existing courses (this area is covered in 4d). The conviction that ConsI should be taught before SI, shared by many authors, is challenged by ROBICHAUD (49). Also included here are two entries relating to colloquia and a symposium held under the auspices of AIIC (38), (39). Additional literature on the subject will be available in 1987 with the publication of the proceedings of a symposium entitled 'The theoretical and practical aspects of teaching interpretation', held in November 1986 at the University of Trieste, Italy.

38 AIIC (Association Internationale des Interprètes de Conférence) Enseignement de l'interprétation : dix ans de colloques (1969-1979) (The teaching of I : ten years of colloquia). Geneva, AIIC (1979), 79p.

This volume draws together the conclusions reached at seven colloquia on the subject of I training held under the auspices of various organisations between 1969 and 1979. Three major recurring themes were : 1) the determining of entrance requirements in interpreter schools ; 2) the pedagogy of I ; and 3) co-operation between training establishments and the main employers of interpreters, ie the international organisations.

39 AIIC (Association Internationale des Interprètes de Conférence) La formation (training). In Proceedings of a symposium on access to the profession, Strasbourg, January 1986, AIIC Bulletin 14,1 (1986), 10-22.

J Mackintosh argued that training must be at postgraduate level. She described both the initial training course and the experimental 'English up-date' course recently introduced at the Polytechnic of Central London. L Gran drew on the example of the Scuola Superiore per Traduttori e Interpreti at Trieste University to discuss the professional and academic requirements of undergraduate university courses in CI. M Joreige described I training at the University of Beirut, where the first diploma was issued in 1985. D Hofer, recently qualified, criticised constructively the training she had

received at the Geneva school. Training courses offered by large international organisations were described by J Zinck (EC) and B Boeglin (UN).
Training was one of four main areas covered by the symposium, the others being I quality, recruitment procedures of the major organisations, and market requirements.

40 BOWEN, Margareta
Bilingualism as a factor in the training of interpreters. Georgetown University Round Table on Languages and Linguistics 1980, ed by J E Alatis, Washington DC, Georgetown University Press (1980), 201-207.

There were many 'compound bilinguals' among the first generation of conference interpreters, but the number of true bilinguals in the profession is now declining. According to the writer, it is virtually impossible for any individual to have an identical life experience in two languages, and differences between the components of language performance are even more marked in the case of learned languages. 'Co-ordinate bilinguals' may observe, in their own performance, changes in the rank of their languages. Candidates sitting entrance examinations at Georgetown University's Division of Interpretation and Translation have been observed with regard to bilingualism. The conclusion reached is that enthusiasm for bilingualism in interpreter training should at least be tempered : true bilingualism is becoming rarer nowadays, and only developments in the education system are likely to promote it. Prospective interpreters who are not true bilinguals should not strive to become such.

41 COUGHLIN, Josette
Can translators train themselves as interpreters ? ATA Chronicle 13,3 (1984), 13-14.

Coughlin states that, whereas interpreters commonly work also as translators in the United States (unlike Europe), seasoned translators rarely become interpreters. To do so they must be nearly bilingual and enjoy communicating orally. If access to academic training is unavailable, the aspiring interpreter should begin by undertaking 'escort interpreting' assignments, should familiarise himself with the theory of I, and should practise daily with the aid of cassette tapes. His performance must be monitored and reviewed by experienced interpreters.

42 DEJEAN LE FEAL, Karla
L'enseignement des méthodes d'interprétation (The teaching of I methods). In Delisle 1981 (26), 75-98.

The teaching of I is described as comprising three parts : ConsI, SI and on-sight T. ConsI can be broken down, for the sake of analysing the mental processes involved, into three phases : active listening, memorising the cognitive content, and re-expression. SI is a form of ConsI where the phases overlap rather than succeed one another. The role of memory is different, since memorisation ceases on account of the speed involved to constitute a deliberate act, but rather merges with the comprehension phase. Once ConsI has been well mastered, training in on-sight T, a similar exercise, can start. The teaching of methodology should be incorporated within practical training sessions.

43 GILE, Daniel
Théorie, modélisation et recherche dans la formation aux métiers de la traduction (Theory, model-building and research in the training of translators and interpreters). Lebende Sprachen 30,1 (1985), 15-19.

It is felt that translator and interpreter training needs to be more rapid and more structured than has traditionally been the case. Three different types of research are identified : research into T, that into I, and pedagogical research. The 'functional theory of T' (as described in GILE (63)), part of the new teaching methods practised at INALCO (Institut National des Langues et Civilisations Orientales, Paris) since 1979, appears to succeed in equipping students with a philosophy of T and the means to carry it out effectively.

44 HARRIS, Brian
Prolegomenon to a study of the differences between teaching translation and teaching interpreting. In Delisle 1981 (26), 153-162.

'Though written T and oral I are two modes of one basic language operation, there are significant differences between the professional standards that are applied to them and between their working conditions. In particular the cultural and semiotic status of the original text in T contrasts with that of the speech that is to be interpreted. Accordingly the teaching methods of the two modes must also differ. Support for this view is drawn from writings by experienced I teachers.' (Author's abstract)
Harris reproduces from elsewhere a clear, concise list of the essential differences between T and I.

45 HENDERSON, John A
Design and use of the language laboratory for the teaching of

interpreting. Audio-Visual Language Journal 13,2 (1975), 101-109.

The author sees the teaching of I as a form of intensive language seminar. On the basis of his experience of teaching I to undergraduates at Bradford University, he describes ways in which the different forms of I can be taught and practised in the LL, and examines their implications in terms of teaching strategy and laboratory design. No special equipment is required for ad hoc/liaison I. Oral précis, a useful form of preparation for ConsI, can usefully be practised in a conventional LL, but for CI (ConsI and SI), some kind of broadcast playback facility is desirable. Care must be taken, however, to adopt a 'do some more' rather than a 'do it again' approach. Although most conventional LLs are adequate for the teaching of ConsI, SI poses two major problems : sound-proofing between LL booths, and creating the physical separation between the 'conference room' and the interpreter's booth.

46 HENDRICKX, Paul V
Should we teach translation ? Babel 21,3 (1975), 101-106.

The article summarises the personal opinions expressed by seven individuals on a number of questions concerning the training and career of translators and interpreters. The interviewees described training facilities in their respective countries. With respect to methodology, they concurred that : teaching should in the first place be practical ; courses in languages and T should be supplemented by a 'general' education in fields such as economics, politics, law and technology ; and that the most difficult problem is to develop the appropriate analytical powers. The situation regarding present and future demand for T and I varies considerably according to the country and languages concerned, which means that the language combinations and curricula of schools need to be adaptable to market conditions.

47 HUANG JUN
Training English interpreters in a language laboratory. Media in Education and Development 16,2 (1983), 101-103.

The author describes an experiment in drilling language students at the Guangzhou Institute of Foreign Languages. The process of I can be divided into two steps : first, preparing words and expressions in the TL (while listening to a SL text) ; and second, expanding these words into a sentence (while speaking) and conveying the message. During the course, the prompt words given in stage one gradually drop in number, while the content and length of utterances

steadily expand. Various advantages of using the LL for interpreter-training are enumerated.

48 KEISER, Walter
Selection and training of conference interpreters. In Gerver and Sinaiko 1978 (30), 11-24.

Well-established criteria and methods of selection and training are reviewed. They are based on certain definitions and assumptions.
Assumptions. The selection process must be strict, and training as close as possible to the 'real thing'. Students must have a sufficiently high level of previous education for training to take place in a relatively short period of time. I courses are not language courses. CI should be taught by conference interpreters.
Definitions. The author defines the terms CI, conference interpreter, ConsI, SI, and A, B and C languages.
For the purposes of the aptitude test, the important criteria are auditory comprehension ability (as distinct from language proficiency), along with the ability to express oneself orally and good general knowledge. Proposed exercises for the examination are : interviews, an improvised short speech, an oral comprehension test and on-sight T. Exercises to test the ability to withstand stress remain to be devised. The examiners must be professional interpreters. The idea of standardised aptitude tests is mooted. The curriculum of the typical post-graduate interpreter school is outlined : courses in ConsI, SI, public speaking, documentation, and I as a profession. Some questions of methodology are addressed, eg the stage at which SI exercises should begin, and the use of mock conference exercises.

49 ROBICHAUD, Raymond
La formation de l'interprète. De l'empirisme érigé en système (Interpreter training : an empirically-based system). In Thomas and Flamand (34), 387-394.

The author is uneasy about the fact that the major European interpreter institutes base the teaching of SI on that of ConsI, even though this in no way corresponds to professional reality. He feels that simultaneous interpreters can best be trained by teaching them SI. Robichaud capitalises on the fact that all students of SI have first learnt to perform written T. His method of teaching SI begins with a dictation in the SL which students write down in the TL. The opposite operation, on-sight T, is also introduced. Students gain confidence by listening to a tape-recording of their version. A briefing session before the exercise begins, can ensure adequate knowledge of the subject matter of a speech. The proposed method,

which is successful with small groups, constitutes an introductory course only.

50 ROMER, Thérèse
L'élément visuel dans l'enseignement de l'interprétation (The visual element in I teaching). In Thomas and Flamand (34), 395-397.

The use of televised or video-recorded speeches for teaching purposes seems, according to Romer, to heighten students' powers of observation and improve performance. Drawbacks include problems of copyright, staff time and financial constraints.

51 SALEVSKY, Heidemarie and Manfred Schmitz
Zur Sprachmittlerausbildung in der Deutschen Demokratischen Republik (Translator/interpreter training in the German Democratic Republic). Babel 32,2 (1986), 118-124.

A historical review of translator/interpreter training in the GDR since 1946 precedes the authors' comments on a new syllabus, introduced in 1983. The principal objective of training is to develop the student's all-round personality. The curriculum is outlined. Successful diplomates are guaranteed suitable employment. The following issues in particular have been debated by the professional association VdS (Vereinigung der Sprachmittler der DDR) : mother-tongue instruction, equal mastery of both FLs, the appropriate mix of theory and practice, the advantages of classes on terminology, the inclusion of SI in an undergraduate curriculum, examinations and specialisation, and work experience. A system of further training exists for all translators and interpreters. It is claimed that training can only be effective if institutes remain in close contact with the VdS : theory and practice go hand in hand. The authors conclude by saying that they would welcome discussion of the question of translator/interpreter training in Babel.

52 SELESKOVITCH, Danica
L'enseignement de l'interprétation (The teaching of I). In Delisle 1981 (26), 23-46.

Pointing out that the meaning of an utterance must be understood before it can be translated, the author suggests ways in which trainee interpreters can learn to understand, and can learn also to express themselves clearly. A step-by-step approach to training begins with ConsI, which is followed by SI. It is helpful, at first, to dissociate the comprehension phase from that of expression. The I process is a triangular one, in that ideas are stripped of their linguistic form before being expressed spontaneously, whereas certain other elements of a speech are

transposed directly from SL to TL. This process applies to all language pairs ; technique, however, may vary. Although teachers of I are not language teachers, linguistic guidance is given to students. Knowledge of current events is likewise fostered.

53 WEBER, Wilhelm K
Training translators and conference interpreters. Language in Education : Theory and Practice 58, Orlando, Florida, USA, Harcourt Brace Jovanovich (1984), 74p.

The writer has twenty years of experience in the teaching and practice of T and I, which he now teaches at the Monterey Institute of International Studies. He feels that training in both disciplines should take place at graduate level (in the US context) only. The qualities sought by means of aptitude tests, and the way in which they are examined, are described. Learning and teaching resources are identified. The curriculum outlined tallies with that advocated by the authors of other works included in this section : on-sight T, ConsI and SI (strictly in that order). Teaching methods for each are specified in some detail, as are testing methods. Finally, there is one chapter on career options and job opportunities, and another about professional ethics and codes of conduct. The book provides much practical advice for teachers of I.

54 WEINTRAUB, Emmanuel, M Lederer and J de Clarens
Enseigner l'interprétation (Teaching I). Etudes de Linguistique Appliquée 12 (1973), 110-126.

The volume of Etudes de Linguistique Appliquée which contains this article is entitled 'Exégèse et traduction'. It is compiled and introduced by D Seleskovitch. All the contributors are colleagues of hers at the ESIT (Ecole Supérieure d'Interprètes et de Traducteurs, Paris).

The article is not strictly speaking under joint authorship, but contains three distinct parts.
E WEINTRAUB, Discours et contexte. Every speech is made within a particular context. In order for I to be effective, this context must be fully absorbed by the interpreter. An appreciation of the event which has caused the speech to be made and a knowledge of the institutions of international life provide a key to context.
M LEDERER, L'approche de l'inconnu. The interpreter could not possibly be a specialist in all the fields which he is likely to encounter. Nor does he need to possess encyclopaedic knowledge : what counts is the ability to understand. Students at the ESIT are not taught even the rudiments of science or technology, but they do 'learn to learn'. They are first made aware of where their ignorance lies, and next taught always to ask the questions 'how, why and what

for ?', with a view to filling the gaps in their general knowledge of how things work. Only then are technical texts tackled, the subject matter having been prepared in advance. Lexical obstacles can usually be overcome by reference to the context ; recourse to technical and bilingual dictionaries is discouraged. The final stage, where possible, is for students to experience the atmosphere of real conferences.
J DE CLARENS, L'expression. Even if comprehension is complete, an I may be misunderstood by the listener unless it is expressed appropriately. This realisation has recently led to the introduction at the ESIT of a monolingual course in oral expression, conducted along debating society lines.

55 WILLETT, Ruth
Die Ausbildung zum Konferenzdolmetscher (Training in CI). In Kapp 1974 (31), 87-109.

According to Willett, I is a rare ability to understand a verbal utterance in one language and immediately thereafter to render it comprehensible in another. Linguistic knowledge is a mere tool to facilitate this communication process. The interpreter must possess good general knowledge and an intellectual level akin to that of the conference participants. Suitability for training is assessed through aptitude tests. Both ConsI and SI consist of three phases : 1) hearing/understanding, 2) assimilation, and 3) reformulation. A gradual approach to the acquiring of these skills is proposed.
1) **Listening and understanding.** Exercises, such as the re-telling of a tale, are proposed.
2) **Assimilation.** Three text types are distinguished : discursive, argumentative and emotive utterances. The memorisation process will differ in each case, and during ConsI will be aided by the taking of notes. Once phases 1 and 2 have been mastered, note-taking itself is taught.
3) **Reformulation.** Accuracy is, at least initially, more important than style. Training in public speaking can be provided separately. When all the individual processes are finally combined, exercises in ConsI should precede those in SI. The teacher's role is to explain the processes involved, to demonstrate appropriate exercises and to monitor students' progress, but practice must be gained on an individual basis. Additional courses generally provided in areas useful to interpreters include international organisations, conference procedure and terminology, law, economics and sociology. Finally, the author warns against inferior training programmes and recommends three well-established interpreter schools, all recognised by AIIC.

4b CONSECUTIVE

ConsI precedes SI in two senses : in terms of historical development, for it was practised long before the technological aids required for the latter were perfected ; and also as regards interpreter training, since ConsI needs to have been mastered before SI can be tackled satisfactorily. Many feel that ConsI is more difficult and challenging : it calls for great analytical and oratorical skills and is, in the words of Maurice Gravier 'la forme la plus noble ... de l'interprétation' (see introduction to SELESKOVITCH (21), p III). Early studies of I focused in particular on ConsI. Both HERBERT and VAN HOOF, for example (see (17) and (24) respectively), investigated the ConsI process, including note-taking, in some detail. ROZAN (70) is still regarded as an authoritative guide to the technique of ConsI. A more theoretical approach is adopted in a major work on the subject by SELESKOVITCH (22). From the pedagogical point of view, it is generally agreed by the authors represented that ConsI is more valuable than SI as a method of advanced language teaching (see also section 5). Since in ConsI the phases of listening, analysing/memorising and TL rendering are distinct rather than overlapping, exercises can more readily be varied and adapted to students' level of competence than is the case with SI.

56 AGTBY, Willy
Teaching consecutive interpreting. Proceedings of the third European symposium on LSP, Copenhagen, August 1981, 'Pragmatics and LSP', ed by J Høedt et al, Copenhagen (1982), 297-318.

Advanced modern languages students at the two Danish Schools of Business Administration follow courses in ConsI, which is divided into dialogue I and speech I (or, in other words, informal liaison I and fully-fledged ConsI). A few exercises are outlined, together with the reasons why some students fail to qualify as interpreters.

57 CERRENS, Ludovic
Enseigner la consécutive : la fin justifie-t-elle les moyens ? (Teaching consecutive : does the end justify the means ?). L'Interprète 30,2/3 (1975), 2-3.

The writer considers that students entering interpreter schools today are less mature and possess less general knowledge than did interpreters joining the profession in the past. Before professional skills are taught, students learn how to analyse and summarise a speech at first hearing. Longer, less well-structured texts

gradually take the place of short, structured ones. Next, students learn to note down a word or a symbol for each syntagma and to reformulate the ideas. The third stage is to combine these two processes, and constitutes full ConsI. If this method were followed, argues Cerrens, students would approach ConsI as more than a mere exercise in note-taking.

58 CERRENS, Ludovic
Enseigner la consécutive (Teaching consecutive). L'Interprète 31,2 (1976), 7-8.

A letter from C Thiéry in response to the above article prompted some further comments from Cerrens. Since the essence of I is understanding, the first task is necessarily to teach students to extract the meaning from a speech and to enhance their powers of comprehension. For this reason, the development of critical, analytical and memory faculties must precede the perfecting of a note-taking system.

59 COLLECTIF-1 (U BOESS et al)
Pédagogie de l'interprétation : projets de recherches (The pedagogy of I : research projects). In Université de Mons 1983 (36), 129-132.

Oral summary exercises in the mother tongue are the first stage in a graded approach towards ConsI devised at Mons. The basis for these activities is objective analysis, whereas I proper involves linguistic transfer in addition. The team enumerates the problems raised by ConsI with a view to extending the range of exercises on which it is currently experimenting. These problems are linguistic, 'peri-linguistic', extra-linguistic and intellectual comprehension as well as that of re-expression. I is a 'constrained re-creation'.

60 FELDWEG, Erich
Dolmetschen einsprachig lehren ? Bericht über ein gelungenes Experiment (Can I be taught monolingually ? A successful experiment). Lebende Sprachen 25,4 (1980), 145-148.

Owing to a requirement for interpreters to serve staff of the Federal German Foreign Office in countries of 'exotic' languages, and to the impossibility of establishing courses for very limited numbers of candidates, it was decided in the early 1970s to teach bilinguals the skill of ConsI through the medium of German alone. The basic premise is that understanding is the key to I. The courses are four weeks in duration and contain most of the elements of traditional interpreter training, with the exception of language-teaching. Half way through the course the second language is

introduced with the aid of tutors who have a mastery of the 'exotic' language and of German. The courses boast a high success rate.

61 FERENCZY, Gyula
Postgraduate short-term training of interpreters and translators at the Faculty of Liberal Arts, Budapest University. Babel 23,4 (1977), 181-182.

Entrants to the course, which lasts four months, must possess both a degree and a proficiency certificate in the FL concerned. The training, in T and ConsI, is based on practical requirements.

62 GILE, Daniel
Initiation à l'interprétation consécutive à l'Institut National des Langues et Civilisations Orientales à Paris (Introduction to ConsI at the National Institute for Oriental Languages and Civilisations in Paris). Meta 27,3 (1982), 347-351.

Classes in I for students of Japanese at INALCO formerly served the sole purpose of language acquisition. In 1980-81 they were geared on an experimental basis to ConsI from a professional perspective. The modest linguistic competence of the third year students concerned necessitated the preparation of speeches which, although linguistically simple, were spontaneous in nature and rich in information content. An interview situation was a suitable format. The technical complexity of the subject matter was increased progressively. The most interesting result of the experiment was that students soon opted for brief notes in the form of ideograms, which were well laid out. The author concludes that an approach such as this one may be useful for the teaching of basic strategies to trainee interpreters.

63 GILE, Daniel
L'exercice d'interprétation-démonstration de sensibilisation unilingue dans l'enseignement de l'interprétation consécutive (I exercises - monolingual sensitisation exercises in the teaching of ConsI). Lebende Sprachen 31,1 (1986), 16-18.

The author labels as 'interprétation-démonstration de sensibilisation' or IDS ('I sensitisation demonstration') the progression from theoretical explanation to the presentation of a practical method and, lastly, to actual exercises. One particular difficulty, eg proper names, is selected as the principal feature in an exposé lasting only one to two minutes, which is interpreted. The exercise is then exploited in class. Linguistic obstacles are avoided if in the early stages the exposé and its I are given in the same language. The impact of the IDS on student progress in

interpreter training is difficult to quantify, but it is considered to be a useful pedagogical tool.

64 HENDERSON, John A
Note-taking for consecutive interpreting. Babel 22,3 (1976), 107-116.

The author concentrates on the methodology of teaching I, which constitutes a valuable language reinforcement activity, at undergraduate level. The seven principles and twenty basic symbols propounded by ROZAN (70) are discussed, and readers are further advised to consult HERBERT (17) and VAN HOOF (24). The most effective pedagogical approach is to combine two methods : firstly, working from smaller to larger semantic groups ; and secondly, requiring students to note and reproduce quite lengthy passages containing several ideas. Material can be graded in terms of register, lexis, accent, speed, etc. The 'extensive sample of undergraduate work' referred to in this article has unfortunately been omitted from the published version.

65 ILG, Gérard
L'interprétation consécutive (ConsI), Parallèles, part I in 3 (1980), 109-136 ; part II in 5 (1982), 91-109.

The first of these two articles, subtitled 'Les fondements', consists of a review of the fundamental literature on ConsI, followed by some evaluative comments, and finally the author's thoughts as to how the various theories discussed can be incorporated into a pedagogical approach. The principal sources explored are HERBERT (17), ROZAN (70), VAN HOOF (24), SELESKOVITCH (21) and (22), and the writings of Hella Kirchhoff. Ilg, who adopts a pragmatic attitude to teaching, bases his approach on the works by HERBERT and ROZAN. He feels that students need to be trained in the different ConsI techniques and linguistic formulae appropriate to different I situations such as the lecture, press conference, drafting committee and formal dinner. There is an extensive bibliography.
In 'La pratique', the second article, Ilg focuses on ways of conferring a structure upon ConsI notes. He illustrates the notes which an interpreter might take for each of three sample passages requiring, in turn, increasingly well structured notes. The author's conclusion is that the more complex a speech, the greater the need to note down its logical sequence and relationships. He then proposes a method of analysing the source material syntactically into its 'subject-verb-object' components. These features are marked in the lay-out of the notes on the page. The system is illustrated with the aid of several French and German phrases. It is stressed, however, that the tutor's role is not to impose his own method on

students, but to enable them to develop and refine their own personal notation systems.

66 MARTIN, Jean-Pierre
Un cours programmé et télévisé pour l'apprentissage de la technique de prise des notes (A programmed, televised course in the technique of note-taking). Dix Années de Linguistique théorique et appliquée, Université de Mons (1973), 123-127.

The author thinks that a course in note-taking during the early stages of interpreter training is indispensable. Such a course would enable not only students of I but also those in other faculties to grasp a lecturer's message and to take clear notes. Each item in the experimental programme comprises four stages : a short, specific piece of information is supplied together with an example ; the lecturer asks a question about this information ; the student replies ; the lecturer corroborates or furnishes the correct response. Recapitulation exercises are performed after each series of ten items. The course would ideally run on closed circuit television.

67 MINYAR-BELORUCHEV, R K
Posledovatel'niy perevod. Teoriya i metody obucheniya (Consecutive interpreting. Theory and teaching methods). Moscow, Voyennizdat (1969), 208p.

This thorough and detailed study of ConsI focuses on the various kinds of analysis to which the interpreter must subject the source text before he is able to reproduce it in the TL.
Section 1. Interpreters must be aware of syntactic, stylistic and paralinguistic features of the source text, and may have to cope with auditory problems. Chapter 3 deals with memory, which is intimately connected with the ability to divide the text into semantic units which can be easily recalled, with the assistance of a specialised system of notes. The next stage, discourse production, forms the main criterion for assessment of the interpreter's work. His aim is to produce a smooth flow of clearly articulated speech which cuts away some of the redundancy of the original.
Section 2. Some of the basic methods that can be used in the early stages of training consecutive interpreters are outlined, eg aural comprehension exercises, summary work, on-sight T.
Section 3. The activities become more complex as students embark upon note-taking. Training begins with the selection of key-words, the division of sentences into subject/predicate, and the ways of handling parenthetical clauses, concession, negation, etc. The author proposes a range of symbols which can be used by the interpreter to encapsulate his thoughts. Ten pages of such symbols, and some examples of how they might be used to represent real texts,

are supplied in an annex. These symbols are probably too numerous, too cumbersome and too heavily geared towards arms talks and diplomacy for anything other than highly selective use by the most advanced learners.
Nevertheless, this book is a rich source of theoretical and practical information for those who teach ConsI.

68 MINYAR-BELORUCHEV, R K
Posobiye po ustnomu perevodu (zapisi v posledovatel'nom perevode dlja institutov i fakul'tetov inostrannykh yazykov) : (Handbook for oral translation (Notes on consecutive interpreting. For institutes and schools of foreign languages)). Moscow, Izdatel'stvo 'Vysshaya shkola' (1969), 191p.

This work, which in effect comprises the third section of item 67, sets out a comprehensive note-taking system. It omits much of the theoretical material contained in the larger volume, and is clearly intended as a practical work-book for note-taking rather than as an academic study or a manual for lecturers. The author does, however, summarise the main factors influencing the performance of the interpreter and tackle the question of how redundancy in language can assist him in analysing and condensing the source text. The trainee interpreter is taken through the various stages of acquiring note-taking skills.
Twenty lessons, graded by difficulty, provide a thorough grounding in the skills outlined in the previous section. Ten short passages on general political and economic subjects are supplied as control texts ; trainees are invited to take notes and compare their own with those provided as models. The latter are arguably too elaborate and complicated for the learner's purposes. With careful selection, the 'Handbook' would be an excellent student guide, and it must be regarded as an important part of the literature.

69 PANETH, Eva
Training in note-taking (for interpreting). In Wilss and Thome 1984 (37), 326-332.

The hypothesis underlying the author's approach to note-taking is that oral T is inadequate or impossible 'from surface structure to target surface', and that it is only feasible via a non-linguistic deeper level. Note-taking must therefore support the message at the non-linguistic level : that of the concept and not the word. In terms of grammar, this means that notes should represent not specific grammatical formulations in a particular language but their underlying function in the discourse. Various approaches to the

teaching of ConsI are outlined. The use of video-tapes and an overhead projector, in particular, is recommended.

70 ROZAN, Jean-François
La prise de notes en interprétation consécutive (Note-taking for ConsI). Geneva, Georg (1956), 71p, reprinted 1979.

During his ten years as a practising interpreter and four as a teacher of interpreters the author devised the clear, simple note-taking system explained in this volume. However, he warns against an unthinking, wholesale adoption of the system, which must be modified to suit individual needs. The method is based on logic, analysis and the comprehension of ideas rather than words. The volume has three parts. Examples are given throughout.
The seven principles, or 'instructions for use' of the system. 1) Transposition of ideas, not words. 2) Abbreviation - words, gender/number, tense, style. 3) Links - key-words and signs. 4) Negation - eg 'no OK' or 'OK' with a slash through it, to indicate disapproval. 5) Accentuation - by underlining one or more times. 6) 'Verticalism' - ie notes should be taken down the page rather than across it. Brackets are useful. 7) 'Décalage' - ie progressive indentation across the page.
The twenty symbols. It is inadvisable to use too many symbols, lest attention be distracted from the process of analysis. The symbols fall into three major groups : a) symbols of expression : thought, speech, discussion, approval ; b) symbols of movement : the arrow, a most versatile symbol, can represent direction/transmission, increase or decrease ; c) symbols of equivalence : relationship, equality, difference, 'encadrement' (a framework or context), plus and minus. Finally, there are seven symbols which correspond to particular 'word-concepts'.
Practical exercises. The texts of five unedited official speeches are reproduced. The exercises are graded, in that initially the texts are straightforward and the sample notes supplied alongside them are explained in some detail. As the complexity of the speeches increases, the student is encouraged to supply the notes, and fewer comments are made.

71 SCHWEDA-NICHOLSON, Nancy
Consecutive interpretation training : videotapes in the classroom. Meta 30,2 (1985), 148-154.

Videotapes are used in five ways on the University of Delaware Interpretation Program. 1) The student's performance is videotaped so as to teach public speaking skills and improve personal style. 2) Advanced students are videotaped as they take ConsI notes on the blackboard by way of an illustration to novices. The latter also observe the note-reading phases. 3) Videotapes of both actual and

simulated court proceedings using I demonstrate the difference between consecutive conference I and ConsI in the courtroom. 4) Tapes of lectures by University professors and guest speakers are used to expose students to a wide variety of speech styles and disciplines. 5) Videotapes of hypothetical escort interpreting situations demonstrate the problems that can arise during the course of such assignments. Trainee interpreters view the tapes and comment on attitudes, errors, omissions and overall differences in performance. Student response to the use of videotapes in teaching ConsI has been extremely positive.

72 THIERY, Christopher A J
L'enseignement de la prise de notes en interprétation consécutive : un faux problème ? (The teaching of note-taking for ConsI : a false problem ?). In Delisle 1981 (26), 99-112.

Thiéry states that ConsI comprises three phases, two major : 1) the interpreter registers and assimilates the meaning of the speaker's message, and 2) the interpreter re-expresses this message ; and one ancillary phase : 3) the taking of notes and their use. Tutors should encourage students to concentrate on phases 1 and 2, and to relegate phase 3 to its rightful minor role. The author finds it regrettable that early advice on ConsI, in particular that of HERBERT (17) and ROZAN (70) overstated the importance of note-taking. Students should be free to experiment until they develop their own personal system. Before instruction commences, the tutor should give a demonstration of the art of ConsI.
Phase 1. The objective is not simply to memorise the speech, but to analyse it and extract its meaning. It is useful for students to be aware of the nature of a speech : argumentative, descriptive, etc.
Phase 2. What counts above all is that the interpreter should express himself clearly. The tutor helps to develop students' oratorical skills. It is vital, if the interpreter's performance is to sound convincing, that phase 1 has been successful, ie that he knows before beginning to speak what it is that he intends to say.
Phase 3 (which is chronologically the second). What to note down, and how to do so, is a personal decision for each student to take. The objective is not to commit the meaning of a message to paper, but to be able to reconstitute it. It must first have been understood. Some practical hints are given.
Of the three phases of ConsI, maintains Thiery, note-taking is the one which least lends itself to formal training. The role of the tutor of ConsI is to stress phases 1 and 2. He can help the student to develop the tool of his trade, but note-taking per se cannot be taught.

4 TRAINING IN CONFERENCE INTERPRETING

4c SIMULTANEOUS

This section comprises some articles about overall pedagogical approaches to SI and others relating to particular aspects of instruction. Three of the authors write specifically about the problems which the German language poses in SI.

73 CARTELLIERI, Claus
Kurse zur Einführung ins Simultandolmetschen bei Intertext (Introductory courses in SI at Intertext). Fremdsprachen 29,4 (1985), 252-254.

Intertext, the foreign language agency of the GDR, runs intensive ten-day courses to initiate linguists in the techniques of SI. The main subjects taught are on-sight T, ConsI and SI. Tuition in SI is preceded by exercises in repetition at various speeds of texts read to trainees through headphones and in the rendering of figures. The crucial step is taken when students manage to find the time-lag appropriate to their language pair. The development of a relaxed, friendly atmosphere contributes to the success of the courses. Students study in advance the transcripts of speeches used in class. The tutors are all experienced interpreters.

74 COUGHLIN, Josette
Interpreters' training : learning to control the bilingual switch mechanism. Babel 31,1 (1985), 20-26.

The author assesses the way in which the latest scientific discoveries in polyglossia made by psycholinguists and neurologists can help us understand better the functioning of the intricate mechanisms which allow SI to take place. Anticipation, in the functioning of both the input and the output 'switch mechanism', appears to be so crucial that it might be the key to the essential difference between the performance of a trained interpreter and that of an educated fluent bilingual not schooled in I. A feedback system also assists switching by controlling quality and speed. Student interpreters quickly perceive the importance of appropriate strategies.

75 DALITZ, Günter
Deutsche erweiterte Attribute beim Simultandolmetschen (German extended attributes in SI). Fremdsprachen 27,3 (1983), 157-162.

The anticipation of German extended attributes, rather than that of

verbal forms, is described as being the bugbear of the simultaneous interpreter. One example given is 'zahlreiche (aus vielen Ländern) (zur Messe) (nach Leipzig gekommene) Besucher'. The usual advice given to students, namely to omit them initially and incorporate them subsequently if time permits, is considered unsatisfactory. Examples given show that the component to be anticipated, always a noun, can be predicted on the basis of grammatical/syntactical and lexical/semantic information. The degree of risk involved in prediction is graded on a scale running from 0 (no risk) to 3 (anticipation impossible). Some strategies are suggested and training exercises proposed.

76 HENDRICKX, Paul V
Simultaneous interpreting : a practice book. London, Longman (1971), 148p.

This book has been severely criticised by many interpreters, who feel that the transfer of meaning is the principal duty of the profession and that context is crucial. The author's approach is quite the opposite : he proposes lists of single words and, later, sentences for transposition from English into other languages, on the grounds that 'this may seem artificial, but they are measurable units'.
Such a textbook is unlikely either to assist the progress of students of I or to serve teachers as a suitable source of practice material.

77 ILG, Gérard
L'apprentissage de l'interprétation simultanée : de l'allemand vers le français (Learning the art of German-French SI). Parallèles 1 (1978), 69-93.

Ilg claims that it is logical for students to learn ConsI, where the processes involved occur distinctly, before moving on to SI, where they overlap. To prepare for ConsI, students are taught to work with the spoken, as opposed to written, word. They listen to speeches, in order to grasp the message, before learning to take notes. On-sight T is a useful additional exercise. A course in oral expression serves to enhance and enrich the student's mastery of his mother tongue and to familiarise him with the types of subject, situation and language which he is likely to encounter in meetings.
Training in SI itself begins with shadowing exercises, where students repeat a speech given by the tutor. Next come the principles of German-French transposition, including verbal anticipation techniques and problems of word order. When coping with a complex incoming message, segmentation is advised. In cases of extreme impenetrability, it is necessary to 'telescope' the original

German input. Illustrative examples are given and alternative strategies proposed.

78 KURZ, Ingrid
'Der von uns...': Schwierigkeiten des Simultandolmetschens Deutsch-Englisch ('Der von uns ....' : difficulties of German-English SI). In Festschrift 1983 (29), 91-98.

On the grounds that students need to be prepared for such eventualities, the article deals with the highly unpleasant but all too common situation where speakers read out texts which are unavailable to the interpreters. The author reviews literature relating to the rendering of the sense, as opposed to the words, of a message, and to the question of anticipation. If the interpreter's short-term memory becomes overloaded and he begins to interpret before fully understanding a 'meaningful segment' of information, there is a risk of information loss and/or incorrect anticipation. Ten practical examples are given and possible strategies proposed.

79 LEDERER, Marianne
La pédagogie de la traduction simultanée (The pedagogy of simultaneous T). In Delisle 1981 (26), 47-74.

The author begins by introducing the model of SI upon which her pedagogical approach is based. She states that SI is not taught until ConsI has been mastered.
Students need to be taught : to listen and speak at the same time ; to grasp the meaning of a message whilst expressing what has already been understood ; to 'transcode' where necessary ; to integrate the transcoded elements into the free enunciation of ideas ; and to bear in mind the situation in which a speech is made. The tutor must teach students to distinguish between specific, individual errors and methodological ones. The major pitfalls of SI are to translate literally, and systematically to 'transcode' rather than to interpret. As far as subject-matter is concerned, speeches should be topical, self-contained and of international interest while at the same time being geared to the student's language combination. Training in SI should begin with spontaneous discourse and progress to 'off the cuff' speeches before tackling more formal ones. Tape-recorded speech material is useful.

80 MOSER-MERCER, Barbara
Screening potential interpreters. Meta 30,1 (1985), 97-100.

A monolingual introductory course to SI was developed, which served as a guideline for selecting students for graduate study of I at the Monterey Institute of Foreign Studies, California. The four types of

exercise used were shadowing, dual-task training, paraphrasing and the processing of numbers. Students were recommended, ie selected for the course, according to the following criteria : progress made, command of the English language, pronunciation and enunciation, ability to cope with stress, assertiveness, resilience and microphone technique. A significant relationship was found to exist between the type of recommendation issued and examination results. The author concludes that it is desirable to observe a student over an extended period of time before issuing a judgment on I potential.

81 NAMY, Claude
Reflections on the training of simultaneous interpreters : a metalinguistic approach. In Gerver and Sinaiko 1978 (30), 25-33.

'Good SI cannot rely on words alone. A great deal more is involved : knowledge of the speaker's cultural background, intentions and motivation ; knowledge of the subject matter of the conference ; knowledge of the listeners' cultural background, intentions and motivations, to name but a few elements.' The author, in his 'metalinguistic' approach, deliberately plays down the language aspect of I. It is important for students to realise that different types of meeting call for a different I strategy. International gatherings using SI can be broadly categorised as follows : didactic, rhetorical, emotional, technical, negotiating, legal and diplomatic. Two extreme cases, that of a lecturer and that of a negotiator, are discussed. A checklist given to students at the beginning of the course includes questions such as : 'Who is the speaker?', 'What is he hoping to get out of the conference ?', 'What are his personal views ?' Similar questions need to be asked about the listener, since it is essential for the interpreter always to have his 'client' in mind.

82 RIDDELL, Andrew
Teaching simultaneous interpreting in French and German. In Thomas and Towell 1985 (35), 36-42.

According to Riddell, the skills called for in SI are aural : high-speed absorption of information ; and oral : reproduction, using rapid word-substitution techniques. Exercises in T at sight and in reformulating sentences help to develop oral skills. The author suggests preparatory exercises using the I booths, but concludes that SI is not to be recommended as a language-reinforcement activity.

83 WESTMAN, Donald and Craig Chapman
Applications of the language laboratory to training in simultaneous

interpretation. Meta 22,4 (1977), 264-269.

It is claimed that, although the optimal simulation of conference conditions is impossible in the LL, adequate training can be provided. The nine different applications proposed include the following : the instructor speaks through the console microphone to the student positions ; tapes are played at the console and students interpret from their positions ; students interpret from tapes on the tape recorders in the student positions. Advantages and drawbacks of these applications are listed.

4d THE CURRICULUM

The entries in this section fall roughly into four groups. Some relate to overall curriculum design and the course syllabus. Others cover entrance examinations and aptitude tests. A third category is that of methodology, including preparatory exercises for I. And finally, several articles discuss the role of background subjects such as terminology and public speaking.

84 ARJONA, Etilvia
Intercultural communication and the training of interpreters at the Monterey Institute of Foreign Studies. In Gerver and Sinaiko 1978 (30), 35-44.

The author describes the 'integrated block method' applied to interpreter training at the Monterey Institute of Foreign Studies, California. The major objective is to 'enhance student awareness and analysis of the cultural, paralinguistic and multi-disciplinary interplay in the interpersonal, intercultural communication process'. It is achieved in various ways : exercises with synonyms and word evaluation, role-playing, the use of inclusion pyramids in fostering linguistic flexibility, etc. Finally come introductory exercises in SI, firstly in the student's A language and then in his B language.

85 ARNTZ, Reiner
Die fachsprachliche Ausbildung an der Fachrichtung Angewandte Sprachwissenschaft sowie übersetzen und Dolmetschen der Universität des Saarlandes (Technical language training in the Department of Applied Languages, T and I at the University of the Saarland). In New Bearings in LSP, ed by J Høedt and R Turner, Copenhagen School of Economics (1981), 165-168.

Language exercises are in part geared by the writer to the knowledge acquired by students on supplementary, non-linguistic courses in one of three special fields : law, economics, technology.

86 ARNTZ, Reiner
Die Studienkomponente Terminologielehre in der Ausbildung von übersetzern und Dolmetschern (Tuition in terminology as a course element in the training of translators and interpreters). Lebende Sprachen 24,1 (1979), 1-3.

On the grounds (see (**85**)) that the existing system was too narrow,

and that terminology work is vocationally relevant, the Department was in 1979 about to introduce it as an additional course element. A projected course outline is given.

87 BLANKE, Gustav H
Der Platz der kulturwissenschaftlichen Auslandsstudien in der Ausbildung von Übersetzern und Dolmetschern (The role of cultural and area studies in the training of translators and interpreters). In Drescher and Scheffzek 1976 (28), 124-137.

Blanke explores the view that translators and interpreters can only work successfully if they possess sufficient cultural understanding. The wider the differences between two cultures, the greater the necessary knowledge. Linguists need to learn to match patterns of usage, speech situations and text types with their socio-cultural environment, with the speaker's intention and with a given cultural world. Area studies serve to deepen students' semantic and pragmatic knowledge of the cultures concerned, thereby improving the likelihood of an appropriate rendering.

88 BOWEN, David and Margareta Bowen
Entrance examinations and the introduction of an objective component. In Festschrift 1983 (29), 41-50.

The authors assert that the Division of Interpretation and Translation of Georgetown University, where they teach, is exceptional in the USA in that individual entrance examinations are administered. Written tests involve T from two FLs into the native language ; the two oral tests each consist of an on-sight T and an immediate oral reconstitution of the same material. The tests must be designed to show comprehension, expression in the TL and speed of work. The evaluation of grammar, spelling and vocabulary in T tests serves as an objective component ; the tests are also conducted in such a way as to guarantee objectivity. Candidates' strengths and weaknesses are assessed before a final decision is reached. These entrance examinations are labour-intensive but reliable.

89 BOWEN, David and Margareta Bowen
The results to be expected from a stay abroad. In Wilss and Thome 1984 (37), 279-288.

The results to be expected should, it is felt, be examined in the interests of student orientation and candidate selection. They depend largely on the language ratings sought. One major language rating system is that of AIIC, with its division into A (mother tongue or equivalent), B (other active languages) and C (passive) languages. Changes in members' language ratings have occurred with

time, and usually a stay abroad has been involved. The major advantage of the stay abroad is total immersion, and the most telling results should be in the learner's lexicon. If pre-departure preparation and childhood experience, as well as professional language ratings, are taken into account, it should be possible to predict the kind of success the learner may expect from a stay abroad.

90 BÜHLER, Hildegund
Die Terminologieausbildung für Übersetzer und Dolmetscher - ein Wiener Modell (Training in terminology for translators and interpreters - a Viennese model). In Festschrift 1983 (29), 51-73.

The courses in terminology offered by five university institutes of T and I are surveyed. The objective of the Viennese model, as conceived by the author, is an introduction to practical terminology work for translators and interpreters. Students create a glossary of English and German technical terms in their selected subject areas. The course consists of fourteen two-hour classes spread over one semester. After a theoretical introduction, most of this time is devoted to practical terminology work : procuring the material, analysing it and lastly producing the glossary itself.
Whereas all students of T and I ought to follow a course such as the above, some might wish in addition to choose a terminological theme for their dissertation project. (Guidelines are suggested.) Students who have done so at Vienna have had difficulty in putting their theoretical knowledge into practice. A list of student projects is evaluated critically.

91 CHERNOV, Ghelly V
Predlozheniye o postroenii kursa ustnogo perevoda (A plan for a course in interpreting). Tetradi perevodcika VII ed by L S Barkhudarov, Moscow (1970), 108-111.

Students at the Maurice Thorez Institute of Foreign Languages in Moscow follow a general course in I which totals 84 hours and includes a 'preparatory' component consisting of exercises in liaison and ConsI, including note-taking. This is followed by a 'special' course in SI (104 hours) for selected small groups divided by language sections.
Chernov's proposals for both the general and the special courses are presented in the form of two tables, in which he makes detailed suggestions for exercise types at both stages and sets out some interesting ideas on the non-linguistic aspects of I. He also includes a large number of linguistic and structural problems, and

investigates speakers' methods of presentation and dialectical peculiarities.

92 COSSON, Lucien
L'enseignement des langues par la méthode structuro-globale audio-visuelle dans la formation des traducteurs et des interprètes (Language teaching by the 'méthode structuro-globale audio-visuelle' in translator and interpreter training). In Drescher and Scheffzek 1976 (28), 72-79.

To train, within four years, graduate translators and interpreters who will have perfect mastery of their mother tongue, two FLs and the techniques of T and I is a tall order according to Cosson. This method, which emerged simultaneously at the Ecole Normale Supérieure de Saint-Cloud and the University of Zagreb, has proved its worth. It is taught intensively during the first year (twelve hours per week per language).
The role of the brain is primordial. It can be stimulated not only by the ear but by other means too, as long as sufficient time is available and all possible resources are used : language, gesture, breathing, rhythm and intonation. Listening, repeating and understanding form the basis of the audio-visual techniques. The lesson is then exploited by applying the vocabulary acquired to other situations. The introduction of written language is delayed until it will no longer adversely affect pronunciation. Taught in this way, even absolute beginners can successfully complete a course in T and I.

93 COVENEY, James
The training of translators and interpreters in the United Kingdom. Multilingua 1,1 (1982), 42-45.

Postgraduate courses are provided at the Universities of Bath, Bradford, Salford, Kent (T only) and at the Polytechnic of Central London. The only undergraduate degree course in I and T is offered by Heriot-Watt University, Edinburgh. The author feels that in the light of the relatively small demand, there is a danger of over-production of practitioners.

94 COVENEY, James
Language courses at the University of Bath. Incorporated Linguist 21,2 (1982), 69-71.

In 1966 the first university postgraduate course for interpreters and translators in the United Kingdom was inaugurated at Bath. The Postgraduate Diploma in Language Studies was designed in response to the need for highly qualified linguists to fill professional posts

in international organisations. The course is outlined. The author also describes the content of the other courses offered at Bath : a BA Honours Degree in European Studies, combined BSc Degrees in Engineering with French or German, and finally the more recent MA in Translation and Linguistics for Arabic speakers.

95 CURVERS, Philippe et al
Vers l'interprétation de conférence par le biais du compte rendu oral en langue maternelle (Oral précis in the mother tongue as preparation for CI). Cuadernos de Traducción e Interpretación 4 (1984), 7-29.

The mother-tongue oral précis is one of three pedagogical stages pursued in the teaching of CI at the Mons institute, the others being on-sight T and, finally, the techniques of ConsI and SI.
This exercise is ideal preparation for I since it involves all the elements of I with the sole exception of linguistic transfer. It is intended for beginners. The objectives and methodology of the exercises are explained very clearly and in considerable detail.

96 DAVIDSON, P M
Interpreter/translator training at Georgetown University, Washington DC. In CITEAA 1985 (25), 11-17.

Georgetown University's Division of Interpretation and Translation, established in 1949, has become America's most prestigious I/T training institution, states Davidson. The course is at postgraduate level, and a certificate of proficiency is awarded. The Division's technical facilities are described, together with its entrance examinations. All students of CI are required to study T in addition. The course, which lasts for one academic year, comprises the following subjects : SI, ConsI, public speaking, comparative terminology, machine aids to T, parliamentary procedure, and I/T as a profession.

97 FRASER, Janet
Vocational training in modern languages at Heriot-Watt University, Edinburgh. Incorporated Linguist 22,2 (1983), 86-87.

Heriot-Watt University, says the writer, has the only British University Department of Modern Languages which specialises 'exclusively' in I and T at undergraduate level. Some 75% of its language graduates, the first of whom obtained their degrees in 1974, have found employment which makes direct or indirect use of

their FL skills. The Department's curriculum is described, as are its services to the University and the community.

98 GILE, Daniel
L'enseignement de l'interprétation : utilisation des exercices unilingues en début d'apprentissage (The teaching of I : use of monolingual exercises in the early stages of learning). Traduire 113 (1983), 7-12.

Gile believes that monolingual exercises make it possible to concentrate on the true problems of I without the practical complications inherent in a bilingual situation. In the early stages of training, such exercises can be exploited so as to set up models which, together, form a 'method' of I, eg a model of listener behaviour or that of the interpreter as receptor of a message. The most suitable speech type is an argumentative text with high information density, which should be spontaneously delivered (not read aloud) if possible.

99 GOLD, David L
Planning a school for translators and interpreters. Babel 21,3 (1975), 107-108.

The author describes a strategy and raises some issues which he considers crucial. The first step outlined is the conducting of a market survey in order to ascertain what requirements exist. One subject which the author considers fundamental to the curriculum, but which is seldom taught, is linguistics. Students should be trained to work only into their primary language. Top-quality teachers need to be attracted. One should strive for quality rather than quantity when determining the size of the student body and selecting its members.

100 HANSTOCK, Jane and Charlotte Hoffmann
New departures in modern language courses at the University of Salford. The Linguist 25,3 (1986), 142-144.

Modern Languages is described as one of the largest and most successful departments in a university which is perhaps more widely known for its emphasis on the applied aspects of science and technology. The Department's longest-established course, the BA Honours course in Modern Languages, relates the study of language to area studies and linguistics. Students practise liaison I both in the LL and in small groups. The MA in Advanced Language Studies also includes an I component. The MA in Interpreting/Translation and Interpreting is unique in the United Kingdom in that it is designed

specifically to meet the training needs of developing countries.

101 HATIM, Basil
Discourse/text linguistics in the training of interpreters. In Wilss and Thome 1984 (37), 298-307.

The author posits a model of discourse processing within which he distinguishes three strands of textuality : context, structure and texture. Processing strategies are devised to handle cases of 'deficiency' resulting from the suppression of a given strand of textuality. In SI, for example, there is a deficiency in both context and structure, but texture signals can be used in such a way as to compensate for their loss and to preserve textuality.

102 HENRY, Ronald
The evolution of Laurentian University's Undergraduate Program for Translators and Interpreters. Meta 30,3 (1985), 298-305.

The institute's curriculum at given times over a fifteen year period is outlined. I (ConsI only) appears to occupy an extremely limited place in the programme.

103 HEWITT, Antonia
Interpreter/translator training courses in Europe. In CITEAA 1985 (25), 4-10.

The Heriot-Watt degree syllabus is outlined (none too accurately) as an example of an undergraduate I/T course. Next, the two-year postgraduate course offered by 'one of the Paris Universities' is described. The third type of course referred to is also at postgraduate level but lasts only six months and is geared towards, if not actually run by, a particular international institution. The one organised by the Commission of the European Communities serves as an example.

104 HORN, Pierre L
The methodology of a college course in interpreting. Modern Language Journal 59,1/2 (1975), 25-28.

The author describes an intensive course in English-French/French-English I, recently instituted at the Department of Foreign Languages and Literatures of Clark University, USA. After one introductory week the course, lasting one semester, was divided into three parts : ConsI, SI, and finally a mixture of the two skills. Although some major difficulties were encountered, the overall results were deemed to be positive. To offer courses in fields other

than literature is one way of continuing to attract good foreign language students.

105 HRALA, Milan and Jaroslav Baloun
Zur Ausbildung der Sprachmittler an der Philosophischen Fakultät der Prager Karlsuniversität (The training of translators and interpreters in the Philosophy Faculty of Karl University, Prague). Fremdsprachen 26,1 (1982), 58-61.

The undergraduate course lasts four years and covers two foreign languages. Students learn about literary theory and international relations, as well as developing the requisite skills. Part-time postgraduate courses are at the planning stage.

106 INTRAVAIA, Pietro and Pierre Scavée
Pour une méthodologie de l'enseignement de la traduction et de l'interprétation de conférence (A methodology for the teaching of T and CI). In Université de Mons 1983 (36), 9-22.

The 'méthode structuro-globale' is considered to be ideally suited to the achieving of two parallel yet sometimes conflicting objectives : teaching languages and training translator/ interpreters. The act of ConsI is broken down, with the aid of a formula, into its successive phases, each of which calls for certain aptitudes. It is the tutor's duty to tailor-make his speeches to the students' stage of development, whilst delivering them in a seemingly spontaneous fashion.

107 KöSTLER, Rudolf
Prüfungstexte für Dolmetscher und Übersetzer (Examination texts for interpreters and translators). Munich, Max Hueber, Vol 1 (1967), 92p ; Vol 2 (1968), 128p.

Vol 1 contains texts in the following languages : German, English, French, Portuguese, Russian and Spanish ; and Vol 2 : German, Bulgarian, Danish, Estonian, Greek, Hebrew, Dutch, Persian, Polish, Rumanian, Serbocroat, Slovenian, Czech, Turkish and Hungarian. In each section there are dictation exercises, essay topics and T texts in specific fields : general, the arts, economics, law, science and technology. Despite the title, there are no texts for I practice.

108 LONGLEY, Patricia E
An integrated programme for training interpreters. In Gerver and Sinaiko 1978 (30), 45-56.

The evolution, since its inception in 1963, of the Polytechnic of

Central London's postgraduate I course is described. The course is strictly market-oriented. Selection tests, which last the best part of a day, are aimed at recruiting individuals who can listen, absorb information and reproduce what they hear. In the first three months the material used for I exercises relates to the contemporary political world, whereas more technical subjects are treated in the second three month period. The delivering by students of lectures on the basis of notes helps them to develop the art of ConsI. Microphone discipline is the first stage of SI training. It is followed by exercises where conference terminology is repeated in the language used by the speaker. Finally, the FL is introduced. Most of the course tutors, and all of the examiners, are professional interpreters.

109 LOTZMANN, Geert
Die Rolle der Sprechwissenschaft und Sprecherziehung in der Dolmetscherausbildung (The role of speech analysis and speech tuition in interpreter training). In Kapp 1974 (31), 146-160.

Since speech is crucial to I, it is taught as an academic subject. The discipline is divided into eight parts, which are listed and explained here. Lectures and practical classes are held for both elementary and advanced students.

110 MALEVE, M N and J P Martin
Los cursos de lengua materna como preparación a la traducción y a la interpretación (Mother tongue courses as preparation for T and I). Cuadernos de Traducción e Interpretación 3 (1983), 23-32.

All students at the Ecole d'Interprètes of Mons University must follow courses in their mother tongue. Many of the prerequisites for I, eg substantial background knowledge and the skill of logical analysis, can be taught through the mother tongue. The pedagogical methods used include oral précis, essay-writing, text analysis, note-taking and oral expression exercises.

111 NAMY, Claude
La réforme de l'Ecole d'Interprètes de Genève (The reform of the Geneva Interpreters' School). L'Interprète 28,2-3 (1973), 4-8 & 16-17.

The Geneva School, founded in 1941, is one of the oldest and most prestigious. The stimulus for the reforms described here was the student movement of 1968. The name was changed from Ecole d'Interprètes to Ecole de Traduction et d'Interprétation. Admission became selective, on the basis of oral aptitude tests, which meant

that the duration of the course itself could be reduced. Instruction was to be given by professional interpreters only.

112 PAEPCKE, Fritz
Textbezogene Landeskunde (Text-related area studies). In Drescher and Scheffzek 1976 (28), 138-145.

The purpose of an area studies course, feels Paepcke, is to provide a general insight into the contemporary problems of a modern society and its institutions. The two functions of area studies are to communicate knowledge and to facilitate the understanding of texts. The T/I of texts demands a combination of linguistic and factual knowledge. The specific nature of text-related area studies is demonstrated by means of a checklist of questions.

113 PETIOKY, Viktor
Fachsprachen in der Übersetzer- und Dolmetscherausbildung (Technical language in translator and interpreter training). In Kapp 1974 (31), 109-122.

Students, says Petioky, cannot be taught the complete specialised vocabularies of all technical areas, but rather how to approach and rapidly familiarise themselves with a discipline. The major thematic areas which interpreter institutes might tackle are : science and technology, medicine, law and art. Students are required to present short papers about the rudiments of a subject and to compile terminology lists. The final objective is the T of technical texts.

114 PETIOKY, Viktor
Soziokulturelle Inhalte der Übersetzer- und Dolmetscherausbildung (Socio-cultural elements in translator and interpreter training). Parallèles 3 (1980), 37-49.

The writer asserts that the more background and cultural information a linguist possesses about the countries of his working languages, the better equipped he is to function as a 'mediator between peoples and cultures'. Translator and interpreter trainers are faced with the problem as to which aspects of this huge body of knowledge to impart. In Austria (the author teaches at the Vienna Institute), socio-cultural knowledge is divided into two subject areas : 1) geography, economics, society, law and modern history (elementary examination subjects) ; and 2) the history of thought, art and literature (advanced examination subjects). All language exercises and seminars serve as a suitable channel through which to teach the above.

115 PETIOKY, Viktor
Vierzig Jahre Institut für übersetzer- und Dolmetscherausbildung der Universität Wien (Fortieth anniversary of the Institute for Translators and Interpreters of the University of Vienna). In Festschrift 1983 (29), 9-28.

The Institute was founded in 1943. The author, who became its director in 1965, surveys its historical development since then. The course syllabus/regulations are reproduced in great detail.

116 RENARD, R
La phonétique dans la formation des traducteurs-interprètes (Phonetics in the training of translators/interpreters). Cuadernos de Traducción e Interpretación 2 (1983), 89-98.

According to the author, who teaches at the Mons School, phonetics is a discipline essential to the training of translators/ interpreters, since it equips them with the knowledge expected of all linguists, as well as affording them professional and social opportunities. A course lasting some fifty hours at second year level is proposed.

117 SELESKOVITCH, Danica
Enseignement de la traduction à vue (The teaching of on-sight T). Revue de Phonétique Appliquée 66-68 (1983), 165-168.

Both translators and interpreters may be called upon during their professional duties to engage in translating orally a written text. The author outlines a pedagogy of on-sight T.
The first stage is terminological and thematic preparation of the text. Next, students learn that the purpose of the text is crucial, and that clarity of rendering is the major objective. The text must be interpreted, and not translated over-literally. Practical hints are given. The final stage is the correction of errors.

118 SOFR, Ota
Test of aptitude for interpreting. L'Interprète 31,3-4 (1976), 3-8.

A standardised aptitude test should be composed, in the writer's view, of a number of components designed to encompass a maximum of factors which contribute to the I process : 1) language proficiency (four tests are proposed) ; 2) intellectual qualities ; 3) general knowledge ; 4) I (two tests). Such a test would be burdensome to develop but easy to apply, and should lead to better selection of future students than a traditional type of examination.

119 STEFFEN, Hans-Eberhard
Die Landeskunde in der Ausbildung der Übersetzer und Dolmetscher (Area studies in the training of translators and interpreters). In Kapp 1974 (31), 122-134.

Steffen outlines various ways of teaching area studies : 1) by exploring an issue when it arises in a text under discussion : (unless texts are selected with great care this risks being a piecemeal approach) ; 2) by concentrating on a specific topic such as 'the status and role of minority groups in society'. Student motivation is high, but the information learnt is likely to be rather narrow ; 3) a problem-based approach, eg 'French agriculture'. This method enhances passive language competence as well as knowledge about other countries, and is moreover vocationally relevant. The geographical area to be studied will be governed by the language being learned. The period appropriate for study is the time since the latest major transformation took place in the aspect of society under investigation. Suitable themes are government, society and the economy, and comparative study is desirable. The teaching method is not dissimilar from that used in history classes.
The above is illustrated by means of an outline of the area studies course taught in the French Department of the Heidelberg Institute.

120 TERNETTE, Jochen
Zielstellung, Methoden und unterrichtspraktische Erfahrungen in der Ausbildung sowjetischer Sprachmittler-Studenten im Lehrfach 'Bilaterales Dolmetschen' (Objectives, methods and teaching experience in training Soviet students in the discipline 'bilateral I'). Wissenschaftliche Zeitschrift, Friedrich-Schiller-Universität Jena, Ges.- u. Sprachwiss. R., 27,6 (1978), 687-694.

The course in 'bilateral I' at the Friedrich-Schiller University of Jena (GDR) runs for four hours per week during the one semester spent there by fourth year Soviet students. The elements of the course are : a) unilateral ConsI. Students interpret brief excerpts of talks on familiar and relevant topics from Russian into German ; b) bilateral ConsI, which is an extension of the above. The source material is now a live exchange between a German and a Russian speaker, and the topic is broader. Students interpret in both directions ; c) unilateral SI. After preparation of the subject matter, students interpret tape-recorded scientific papers on aspects of physics or chemistry from Russian into German ; d) students are offered practical experience where possible ; e) practical aspects of I are discussed in class ; f) at the end of the semester the students are examined in a), b) and c).

121 WILSS, Wolfram
Curricular planning. Meta 22,2 (1977), 117-124.

The course programme of the Saarbrücken Institute of Translating and Interpreting is subdivided into two successive study periods, a Grundstudium and a Hauptstudium. The Grundstudium (basic course) lasts four semesters and includes two foreign languages. Its components are language training, T exercises, area studies, the science of T and native language classes. The Hauptstudium (main course) is also four semesters in length. Students must opt to study either T or I. The curriculum for trainee interpreters consists of speech training, speech analysis and oral text reproduction as well as ConsI and SI.

5 Interpreting as a Language-teaching Technique

An increasing number of British institutions offering degrees in modern languages is introducing an I component as a way of enhancing language acquisition. Two of the first to do so were the Universities of Salford and Stirling ; see POLLOCK 1971 (134) and WALKER (139). Many of the entries in this section are contained in the volume edited by N THOMAS and R Towell (35), which reproduces papers presented at a conference entitled 'Interpreting as a language teaching technique'. The article by SMITH (137) is a review of this conference.

122 ALTMAN, H Janet
Interpreting and communicating : problems for the student. In Thomas and Towell 1985 (35), 13-18.

Four main skills, which are required for I, present particular difficulty for the student : 1) fluency in the mother tongue. First year students perform LL exercises aimed at the production of English ; 2) command of the FL. I is impossible without a certain level of linguistic competence ; texts are carefully graded ; 3) sensitivity to the content of an utterance. If I is well integrated into the overall course structure, students' knowledge and understanding of subject matter is enhanced. Advance preparation of the exact topic is desirable ; 4) the art of public speaking. An interpreter needs to appear and sound confident and convincing. The video-recording of student performances and the holding of simulated conferences help students to perceive the communicative nature of the exercise. They also learn to diagnose their own errors.

123 BRADLEY, Diarmuid
La interpretación consecutiva y la enseñanza avanzada de idiomas (ConsI and advanced language teaching). Yelmo 33 (1977), 21-24.

The writer maintains that ConsI is useful as a teaching aid because of the way in which it focuses concentration on meaning. Context is all-important : note-taking can be successful only if previously the essential terms have been identified, and if understanding and analysis have taken place. Background work by students in the set topic areas, using cassette tapes, is required. Note-taking begins on the basis of texts in the mother tongue. Attention is paid to the key ideas and their order of presentation or mutual relationships, and to the speaker's attitude to his subject and his desired effect on the audience. The essential characteristics of the notes themselves are described. Assessment should concentrate on the reasons for errors. The four main types of mistake are additions,

omissions, semantic and stylistic errors. Two brief examples of student work are given.
ConsI, states Bradley, is a valuable exercise for all language students, and not only for prospective interpreters.

124 BRUTON, Kevin
Consecutive interpreting - the theoretical approach. In Thomas and Towell 1985 (35), 19-28.

ConsI is one of the best methods of advanced FL teaching and is the obvious way in which to introduce students to I, states Bruton. The crucial skill, which can be stimulated by ConsI, is speed in producing a variety of verbal responses under particular constraints. Each of four constituent parts of the ConsI process is considered in turn : 1) comprehension of the message at a purely linguistic level ; 2) analysis of the message. Exercises to develop concentrated, or critical, listening are proposed. Background knowledge is essential ; 3) storing of information in an amalgam of memory and note form. Notes are designed merely to prompt short-term recall ; 4) reformulation of the message. Ensuring that the I is an act of communication is the guiding principle.

125 CROFT, Michael N
A practical approach to consecutive interpreting in the fourth-year option. In Thomas and Towell 1985 (35), 29-35.

At the University of Bath, I is part of a final-year option with a vocational bias. The two most common failures of students in the early stages of attempting ConsI are said here to be a lack of professionalism, ie neglect of the rhetorical aspects of the work, and the failure to listen analytically. The rhetorical function can be introduced at the very beginning, by requiring each student to give short, improvised speeches which will be reproduced from memory by his peers. French source material is then treated in a similar way to the earlier English speeches, the TL in both cases being English. Subject preparation is important. Next, video-recordings are used to demonstrate the note-taking techniques employed by professional interpreters. Reference is made to ROZAN (70). Coping with numbers constitutes the major difficulty in note-taking.

126 GRIFFITHS, Brian T
The ear has its reasons : interpreting and the modern languages curriculum. Bradford Occasional Papers 5 (1984), 113-140. Also in Doble and Griffiths 1985 (27), 89-111.

Griffiths considers I to be appealing as a language-acquisition activity within the context of one of the objectives of advanced

language study, communicative competence. A pedagogical strategy would aim to do three things : to develop, enrich and consolidate the student's language base in both the FL and the mother tongue ; to promote a particular awareness of context, nuance and implication ; and to develop the communication skills, stamina and specific language-processing techniques which the act of I requires. The syllabus has two levels : a) that of language and technique, the **operational syllabus**, which deals with the macro- and micro-skills of the I process (listening, comprehending, storing, recalling, presenting) ; and b) the **language syllabus** which defines the semantic, functional and formal elements appropriate to such activities. The syllabus should be carefully graded : a (very comprehensive) possible work-scheme covering a total of two years is outlined. Resource requirements are modest ; a supportive, encouraging atmosphere during teaching is of critical importance. It is vital that the tutor should select, grade and handle exercise material in such a way that, while maintaining a steady progression in the level of difficulty, it remains possible both to provide the performer with positive encouragement, to allow for a realistic rhythm of performance and to enable stamina to build up progressively.
According to the author, an I course contributes greatly to comprehension and communicative skills, and thus to all-round language competence.

127 GRIFFITHS, Brian T
Methodology or technology ? Striking a balance in advanced language teaching. In Thomas and Towell 1985 (35), 79-96.

With a view to discussing resources for the teaching of I to undergraduates, three sections of an actual syllabus are described in great detail. At the University of Bradford all students start I in week one of year two. I can be quite satisfactorily taught with the following basic facilities : a standard LL, an overhead projector and private-study audio facilities. However, a flexible language teaching room, a conference laboratory and an advanced language teaching and examining room are also desirable.
The whole question of resources for languages has to be re-examined, both because of the steady spread of a belief in the value of communicative teaching and owing to the revolution in information technology (IT). The author supplies a list of IT-based resources likely to support and serve the teaching of I in the near future. The challenge to higher education is to ensure that the hardware is shaped by teaching objectives, and not vice-versa, and that the software is produced in sufficient quantity and quality.

128 HANSTOCK, Jane
Liaison interpreting problems specific to French. In Thomas and Towell 1985 (35), 52-56.

Liaison I is a small-group activity, very costly in staff time. The French section at the University of Salford has devised some strategies and rationalisations of workload, which enable its members to streamline their preparation and teaching while maintaining the value of the exercise to students.
As the liaison I course progresses, increasingly complex topics are tackled. Staff prepare, on a group basis, outline 'scripts' of dialogues in which they play roles. Some sessions are held in a classroom ; others take place in the LL. Students are assessed on four aspects of performance : their French, the content of their I, the time taken, and their presentation.

129 HILL, J K
Consecutive interpreting in advanced language work. Meta 24,4 (1979), 442-450.

At the Language Centre of the University of Kent, French is taught in conjunction with a discipline in the social sciences. Motivation is provided in the second year by introducing ConsI as a way of practising language skills within an integrated course.
Two members of staff, one of whom should be a subject specialist, engage in a dialogue. Serious preparation is required so as to avoid superficiality. The exercise, the designation of which changes within the article to liaison I, is performed in the LL. Although the course has no pretensions to turn out professional interpreters, it is the proving ground not only for language and analytical skills, but also for knowledge of life and institutions.

130 KEITH, Hugh A
Liaison interpreting as a communicative language-learning exercise. In Thomas and Towell 1985 (35), 1-12.

According to the writer, a role-playing exercise based on liaison I can fill the gap in the spectrum of oral language work at advanced level between highly-structured LL drills on the one hand and free-wheeling conversation with the language assistant on the other. The demands made on a student who is interpreting are aural comprehension (listening and decoding), processing of the contents of the statement, and transmission of the message in the other language (re-encoding). For native speakers of English, the two particularly critical points in this process are a) the decoding of statements made in the FL ; and b) the encoding of English statements in the FL. Methods of correcting grammatical and communicative errors are suggested. The liaison I exercise serves

two useful functions as far as language use is concerned : it calls for a higher register than that normally present in conversation classes, and it familiarises students with certain categories of illocutionary act. Assessment is based on communicative competence, the efficiency with which a) has been achieved, and grammatical accuracy. 'Pre-exercises' and 'post-exercises' for use in conjunction with the liaison I class are described.

131 LAYTON, A R
Interpreting and the communicative approach. In Thomas and Towell 1985 (35), 69-78.

The author describes what he deems to be a 'typical' I lesson. Having examined the conditions necessary for effective language learning to take place, and proposed criteria against which the exercise can be judged, he lists the shortcomings of the 'typical' I class. Ways of making the I lesson more communicative include a 'radical' change in approach whereby the learners, and not simply the teachers, would play roles. Language-learning would thus become the prime purpose.

132 OSTARHILD, Edda H F
Ad hoc interpreting as a teaching technique for German. In Thomas and Towell 1985 (35), 43-45.

Ostarhild explains that two recurring problems, as perceived by students, are the comprehension of spoken German and a mental block created by an unusual or complex word or expression in one language or the other. Students tend to try to translate rather than interpret, particularly when under stress. According to the author, this is because they have been conditioned over the years into believing that T is the be all and end all'.

133 PARNELL, Audrey A
Liaison interpreting problems specific to Italian. In Thomas and Towell 1985 (35), 46-51.

The aim of a liaison I programme, in the writer's view, is to develop communicative competence in the student. Difficulties which influence performance and which must be overcome by English-speaking students of Italian include recurrent deficiencies in pronunciation, stress and intonation. The strength of such a course is that it provides students with the opportunity to develop and use the FL in all its forms (phonological, syntactic and semantic). The author gives examples of common error types which are due to interference from English, but concludes that the influence of native-language habits will decrease if the patterns of the FL are frequently

practised in the context of a realistic communication situation such as that offered by liaison I.

134 POLLOCK, Richard W W
The place of interpreting in a university modern languages course. Modern Languages 52,1 (1971), 34-36.

Fifteen years after the publication of this article, I has still not gained full academic respectability as a means of developing practical linguistic ability. The seven arguments advanced for its inclusion in a language degree syllabus remain convincing today. According to the author, if I is properly integrated with other course elements and properly presented, it can instil into students of modern languages the accuracy of thought and clarity of expression characteristic of the educated person.

135 POLLOCK, Richard W W
Towards a pedagogic theory of interpreting : learning to interpret - or interpreting to learn ? Bradford Occasional Papers 5 (1984), 92-112. Also in Doble and Griffiths 1985 (27), 73-88.

Pollock maintains that it is crucial, from the pedagogical point of view, to distinguish between '**pedagogic interpreting** (PINT)' and **subsequent** aspiration to '**professional interpreting** (SPRINT)'. In teaching PINT it is the **imitation of reality** that both stimulates and motivates the student. The key principle is that only material intended for oral delivery be used : initially, scripted utterances such as the text of an actual interview, and at a more advanced stage unscripted communication between two live interlocutors. I as a teaching-learning method is 'potentially the most relevant of all ingredients in a degree course intended to produce educated linguists'. As long as it is properly integrated, it utilises and optimises virtually all other course elements. This is a challenge to course-designers.
PINT (ie I on the undergraduate course) is defined as 'the contextualised combination of hitherto disparate, hence underdeveloped, performative language skills'.

136 SCANLAN, George
Advanced Russian Interpreting Texts. 2nd ed, Collets (1985), 32p.

The author's introduction reads as follows : 'This text book is intended for advanced students of Russian who wish to take their proficiency in the language to the highest level. It fills a gap in the availability of materials, specifically designed to provide practice in consecutive interpreting. At the same time it supplies background information about various aspects of contemporary Soviet

life. The texts can also be adapted for exploitation in discussions, oral summary, extempore translation and essay writing.' The fifteen texts, each of which deals with a different aspect of Soviet life, take the form of dialogues where brief questions in English receive slightly lengthier replies in Russian.

137 SMITH, Philip H D
Using interpreting as a teaching technique. Language Monthly 18 (1985), 16-17.

A professional interpreter reviews a conference held at the University of Salford on the subject of I as a language teaching technique (see THOMAS and Towell (35) and individual entries in this section). He feels that the conference was orientated to a surprising extent towards professional I and that the original topic was at times lost from view. Liaison I serves the purpose of language consolidation rather than teaching, in the author's opinion, and SI ought generally not to be attempted at undergraduate level.

138 TOWELL, Richard
Liaison interpreting : evaluation of the exercise and of the students. In Thomas and Towell 1985 (35), 97-117.

If, as many have argued, liaison I is a means of developing the learner's communicative competence, why has the exercise not become more widespread, wonders the writer ? Three arguments would be : 1) that a second language is best acquired when it is kept apart from the first ; 2) that the specific aptitude required for manipulating language is very rare ; 3) the fact that the exercise is so stressful and that it takes place in real time.
In order to deal with 1), two competing models of language production in the I environment are suggested. Transcriptions of the actual language produced by students in an I class are examined in some detail. Interference only becomes a problem when the SL text is misunderstood. In response to 2), the exercise is indeed demanding of intellectual skills but is not beyond undergraduates. As to 3), errors apparently caused by these factors should not be overstressed in assessing performance. Assessment is based primarily on the communication of meaning : the formal accuracy of the language is much less important. The author concludes : 'I is a very suitable exercise for undergraduate students of modern languages on both linguistic and intellectual grounds'.

139 WALKER, Andrew L
Interpreting in the French Department of the University of Stirling.

Bulletin of the Scottish Central Committee on Modern Languages 5 (1972), 41-53.

This final-year option was in its infancy when he was writing about it, but the author brought to the course many years of experience in practising and teaching I elsewhere. The article will make instructive reading for any tutors considering the addition of an I component to their degree syllabus. Although it is established at the outset that the objective is not to train conference interpreters, the qualities and aptitudes required for I are illustrated with the aid of examples drawn from professional assignments.

The first stage of the course is practice in liaison I, which consists of a preparatory seminar class followed by an hour spent in the LL interpreting simple dialogues. Stress is laid on the basic nature of I as a means of human communication. Next, live, impromptu dialogues with a French speaker are introduced, some of them relating to semi-technical subjects. The emphasis then switches to ConsI, with just a little SI practice being offered each week. ConsI demands concentration, comprehension at a very high level and the skill of rapid analysis and synthesis. Another exercise which develops these same techniques is the summarising in written form of oral material. I-based exercises could be used profitably with less advanced students too. In conclusion, this type of work fosters the active use of the FL and compels students to communicate in it.

6 Non-conference interpreting

The two main areas of non-conference I are court I and community I (eg for the health and social services). In both cases the languages used will be those of ethnic communities represented in a given region, rather than those usually associated with international meetings ; the techniques employed are most often those of liaison I and/or ConsI. It was only in the 1970s that this branch of I began to receive recognition as a respected professional service, and it is still widely regarded as an activity which can be performed by any untrained (and often unremunerated) person who has some knowledge of two languages. Australia is in the vanguard as far as the training of community interpreters is concerned : see BLEWETT (140), BRÄNDLE (141) and GENTILE (144), (145) below. Court I courses have recently been established in Canada (see REPA (148) and ROBERTS (149)), while Britain lags behind (see LONGLEY (146)). Whilst sign language interpreting for the deaf has deliberately been excluded from the scope of this bibliography, the interested reader may wish to refer to a recent article on the subject, entitled 'Un nouvel interprète : l'interprète en langues des signes', by Georges Lurquin, in Language Monthly 18 (1985), 17-19.
The books by FRIEDERICH (143) and by NUNN and Schwarz (147) are rather different : both contain set texts for I practice. Many would argue that, since spontaneity is such an essential ingredient in I, prescribed dialogues are an artificial and therefore undesirable source of material. This probably explains why so few such textbooks exist.

140 BLEWETT, Jill
Problem solving in interpreting. In CITEAA 1985 (25), 26-33.

According to Blewett, various problems confront the instructor of I, such as how to combat student nervousness and how to reduce the artificiality of the college role-playing situation. Hostile, aggressive situations involving awkward clients are difficult to simulate. Some clients are ignorant of what I involves ; others supply irrelevant details. Some assignments are emotionally disturbing for the interpreter. Judgement, resourcefulness and resilience are as vital to the community intepreter as is linguistic competence, and yet the author feels that training courses overlook such elements.

141 BRÄNDLE, Maximilian
Testing interpreters and translators in a multicultural society. In Wilss and Thome 1984 (37), 212-220.

The author explains that Australia is a multicultural society with a

large percentage of non-English speaking immigrants. In 1982 over 500 people were employed as full-time interpreters and/or translators, almost all of them in the health care, welfare, education, employment and legal sectors. I courses provide tuition in a large number of languages. However, there is no course in Australia which trains simultaneous conference interpreters or high-level specialist translators. Brändle gives a description of the testing scheme introduced and conducted by NAATI (National Accreditation Authority for Translators and Interpreters, founded in 1977), and of the tests themselves.

142 COUGHLIN, Josette
Should court interpreters and conference interpreters be trained in separate academic programs ? Meta 29,4 (1984), 420-421.

The writer replies in the negative. It is her opinion that court I is a specialisation which should be taught as an additional skill, not as a separate one.

143 FRIEDERICH, Wolf
Dolmetschdialoge, Englisch und Deutsch : Ein Übungsbuch für das Gesprächsdolmetschen (I dialogues, English and German : a practice book for conversational I). München, Max Hueber (1960), 88p.

The texts contained in this book are intended as elementary self-study material for student interpreters. They consist of nineteen bilingual dialogues on topics which are initially very general but gradually become more technical. A glossary of useful terms is provided for each.

144 GENTILE, Adolfo
Dilemmas in interpreter/translator training in Australia (curriculum development - research - methodology). In CITEAA 1985 (25), 18-25.

The author addresses some of the paradoxes involved in the training of interpreters : 1) the popular misconception that anyone who knows languages can interpret, which is harmful both to the image of the profession and to student motivation ; 2) Although the ideal route to a professional qualification is via a formal course of study, accreditation by testing is essential in the case of rare languages ; 3) At what level should training take place ? 4) the place of theory on a practical course ; 5) methodological issues eg the balance between I/T and language work in the curriculum.

145 GENTILE, Adolfo
Interpreting/translating in Australia. Meta 30,2 (1985), 187-194.

The article deals with the development of I/T in Australia. It is divided into three sections : 1) background, 2) developments, 3) discussion. 1) The need for interpreters and translators first became apparent as a result of mass immigration after the Second World War. 2) All significant developments have taken place since the mid 1970s. Four enquiries into I/T qualifications, accreditation and training have taken place. 3) How is it possible to 'professionalise' I/T provision ? There is still a large gap between supply and need : more training courses are required.

146 LONGLEY, Patricia E
What is a community interpreter ? Some thoughts after the first experimental course in Peterborough. Incorporated Linguist 23,3 (1984), 178-181.

The project was confined to the training of interpreters for the law enforcement agencies. The results of written and oral selection tests showed that few suitable candidates applied. After a language enhancement course, I skills were taught intensively during a ten day period. Two types of I technique were involved : note-taking for ConsI and whispering, a form of SI without equipment. Most successful candidates passed the final assessment tests. Tentative conclusions are drawn.

147 NUNN, Arthur David and Hans Schwarz
Advanced Interpreting : Eine Textauswahl für das Verhandlungs- und Gesprächsdolmetschen (A selection of texts for business and liaison I). Wiesbaden, Brandstetter (1968), 105p.

The book is designed to provide practice texts at medium and advanced level in what the authors call ConsI but might more usually be designated as liaison I. The texts consist of dialogues where the contributions are made alternately by an English and a German speaker. Suggested renderings are given in parallel texts. The material is graded as to text length and level of difficulty, and the seventeen topics progress from 'Visit to England' to 'Export and Transit Trade'.

148 REPA, Jindra
A training program for court interpreters. Meta 26,4 (1981), 394-396.

A two-term, part-time programme of court I is offered at Vancouver College in British Columbia. The first students graduated in June

1980. All three curriculum components - I, legal education and communication - blend theoretical with practical training. A work placement provides an opportunity for students to interpret in the courts and within the community. Seven languages (including sign language) were represented in the 1979/1980 class. Successful completion of a rigorous language proficiency examination is a prerequisite for admission to the course.

149 ROBERTS, Roda P (ed)
L'interprétation auprès des tribunaux (Court I). Actes du mini-colloque tenu les 10 et 11 avril 1980 à l'Université d'Ottawa, Cahiers de traductologie No 3, University of Ottawa Press (1981), 205p.

The colloquium was attended by interpreters, co-ordinators of I services and representatives of the legal system, as well as lecturers at the Ecole de traducteurs et d'interprètes of the University of Ottawa. The objective was to try to reach agreement about the syllabus of a training course for court interpreters.
In addition to the colloquium proceedings, the publication contains six contributions relating to practical, legal and training aspects of court I in Canada, and an interesting account of a trial in Germany where I was used. The two chapters relating to training are as follows :

150 BENNETT, John 'Training of court interpreters : an ideal and a realistic view', (pp 179-182). A realistic, as opposed to idealistic, training course programme would be offered to languages graduates with a good command of both their mother tongue and a second language. The author lists certain elements essential to the curriculum (I skills, language skills, law, professionalism) and others which are desirable.

151 ROBERTS, Roda P 'Training programmes for court interpreters in Canada', (pp 183-188). In most Canadian provinces, individuals recruited as court interpreters are given no on-the-job training. Only two courses in court I exist in Canada : at the School of Translators and Interpreters of Laurentian University and at Vancouver Community College. The former was initiated in 1978 and the latter in 1979 (see also REPA (148)). Both programmes are analysed on the basis of BENNETT's criteria (see (150) above) and found wanting. The author feels that there is scope for the establishment of a third such course in Canada.

152 SHACKMAN, Jane
The Right to be Understood : a Handbook on working with, employing

and training community interpreters. Cambridge, National Extension College (1985), 162p.

The handbook is extremely well arranged and attractive, and is a fully comprehensive guide to community I in Britain. Each section concludes with a sub-paragraph entitled 'summing up' and a 'checklist'. The book is intended for two main groups of readers : professionals who work with interpreters, eg health visitors and social workers ; and managers and policy-makers in statutory and voluntary agencies in multiracial areas. Its aims are to explore the major issues surrounding the use of community interpreters, to provide practical guidance for people working with or employing interpreters or setting up I services, and to discuss the training needs of interpreters and interpreter users. There are five parts : Introduction ; Working with community interpreters ; Organising community I provision ; Setting up a community I service ; Training (both for interpreters themselves and for people who work with them) ; and Resources (includes a large bibliography). An appendix gives the results of a survey of community I in 'essential agencies' in the UK, carried out in 1983 on the basis of a questionnaire sent to health and social services offices, housing departments, education authorities etc.

153 STROMBERG, Wayne H and Gerald L Head
Court interpreter training in the language laboratory. NALLD Journal 18,2 (1984), 6-20.

The abstract preceding this article reads as follows : 'Demographic studies and statistics from state and federal courts indicate a growing need for Spanish-English court interpreters with special training in consecutive and simultaneous court I. The authors conducted a survey of 466 of California's Spanish-English court interpreters to determine what the Spanish-English court interpreter's strongest skills needs are. Survey results are reported in this article, and the five strongest skills training needs are identified. The authors indicate how the LL may efficiently be used to develop and enhance these five skills and how it may best serve a court interpreter training programme. Emphasis is on applying the work of G A Miller and the training techniques of Robert Ingram to Spanish-English court interpreter training.'

154 VAN TAAL TOT TAAL
Tolkennummer (Issue mainly dedicated to court I). Van taal tot taal 27,2 (1983), 110p.

A Court I Section was incorporated into the Dutch Association of Translators in 1978. Most of the articles in this issue of the

Association's journal relate to court I, including one about the work of a legal interpreter in England (in Dutch). None, however, deals with training. (Articles in Dutch, German and English.)

7 Interpreting as a Career

Although the essential theme of this bibliography is the teaching of I, it was felt that aspiring interpreters, whether or not they are already following a course in I, as well as careers guidance tutors and language teachers, would wish to know what prospects lie ahead once training is complete. In addition to career prospects per se, this section covers the qualifications and aptitudes required for professional success, depicts something of the life-style of the conference interpreter, and touches upon the relationship between I and its sister profession, T.

155 BOLLINGER, Ernest
Le traducteur et l'interprète : formation et profession (Translators and interpreters : training and the profession). Etudes et Carrières 6,18 (1975), 17-22.

Despite the title of this article, training is hardly touched upon. A series of questions was put to the six speakers who addressed a symposium held at the Ecole de traduction et d'interprétation of Geneva University. Their replies are grouped together in areas such as the advisability of acquiring a fourth language, specialisation, whether computers constitute a threat, saturation of the market, and the combining of the two professions.

156 EBERSTARK, Hans
Dolmetschen und Übersetzungen : Gemeinsamkeiten und Unterschiede (I and T : similarities and differences). Parallèles 5 (1982), 83-89.

'Verba volant, scripta manent.' The two methods of linguistic transfer are compared and contrasted in the light of seven parameters : 1) the source is verbal in one case, written in the other ; 2) the types of text and their content differ ; 3) the target group is known to interpreters, unknown to translators ; 4) the interpreter is compelled by time pressure to be brief, whereas a T is often longer than the original ; 5) an I has the function of immediate communication alone, whereas the product of a translator, once committed to paper, acquires permanence ; 6) the language is either spoken, in which case intonation is an aid, or written, which requires greater precision. In German there is a considerable divergence between the colloquial and formal varieties of language ; 7) interpreters tend to be expeditious, self-assured and less thorough, whereas many translators are punctilious, self-critical and perfectionist.

157 FERRANDO-DURFORT, Denys
L'enquête EPTI (Ecole professionnelle de traducteurs et interprètes), (The EPTI survey). Traduire 76 (1973), 10-21 ; also in Babel 20,2 (1974), 72-79.

The responses to a questionnaire are evaluated. I is a young, predominantly female profession. Almost all practitioners have a university-level education. They do not consider subject specialisation to be necessary. 60% combine I with another career, most commonly T or teaching. Opinions with respect to training and the future of the profession were also sought and included.

158 FINLAY, Ian F
Language services in industry. London, Crosby Lockwood (1973), 155p ; Interpreting, 44-58.

This book is directed primarily at the non-linguist who is responsible for engaging linguists or for commissioning language services. Its ten chapters are entitled as follows : Types and degrees of language knowledge ; Translating ; Interpreting ; Teaching ; Secondary linguists in industry ; Language training ; Language testing and examinations ; Production of foreign language literature ; General language aids in industry ; Summing up and the next step. There are five appendices.
Chapter 3 : Interpreting. I services are required less frequently, and often for less well-known languages, than is the case for T services. A section outlining temperamental and other qualities desirable in the ideal interpreter is followed by another which discusses the language combinations most likely to be needed. Each of the categories of I which are often required by the industrial and business world is considered in its industrial setting : conference, industrial, exhibition and guide I. The relative merits of ConsI and SI are assessed, and reference is made to the interpreter's code of ethics. A section entitled 'Getting the most out of interpreters' urges those calling upon them to provide interpreters with all relevant background information. Many practical details, such as the scales of fees (taken from the Institute of Linguists) charged by ad hoc and conference interpreters, are clearly outdated.

159 FRERE, Jean-Marc
Le traducteur et l'interprète (The translator and the interpreter). Etudes et Carrières 10,29 (1979), 3-42.

The careers guidance service of Geneva University supplies undergraduates with a very general survey of the two professions, beginning with that of T. The section on I (which starts on p 20) draws on HERBERT (17) to explain the nature of an interpreter's

work. The transcripts of interviews with four interpreters, one of whom teaches part-time at the Geneva I School, give a realistic, informative insight into the working lives of professional, and particularly free-lance, interpreters. The third and final section relates to interpreter/ translator training in Switzerland. The course offered by the Ecole de traduction et d'interprétation, Geneva, is reviewed in much greater detail than the one at the Dolmetscherschule, Zurich.

160 JESSNITZER, Kurt
Dolmetscher : Ein Handbuch für die Praxis der Dolmetscher, übersetzer und ihrer Auftraggeber im Gerichts-, Beurkundungs- und Verwaltungsverfahren (Interpreters : a practical handbook for interpreters, translators and their employers in court, legal and administrative procedure). Köln, Carl Heymanns Verlag (1982), 237p.

In the Federal Republic of Germany, legal provisions relating to interpreters, translators and other language experts are to be found in various different national laws but also in international and supranational law. This book, which is intended both for linguists and for those calling upon their services, is an attempt to draw together all the strands.

161 LAHACHE, Martine
Colloque sur le statut du traducteur et de l'interprète dans les pays de la Communauté (Colloquium on the status of translators and interpreters in the Community countries). Traduire 115 (1983), 3-6.

The author summarises reports given by representatives from most of the then member states of the European Community. The contributions relate more to the status of translators than to that of interpreters. It is interesting to observe that parallel moves towards professional recognition are being made in various countries, and that Denmark is in the vanguard.

162 LOCHNER, Reinhard K
Conference interpretation and the modern world. Babel 22,3 (1976), 101-105.

Multilingual congresses have become a primary tool of international communication at all levels and in all fields. The president of AIIC states that, although I as an activity is almost as old as mankind, it has only recently emerged as an internationally recognised profession. Certain special features distinguish CI from other professions, eg the universality of its working province, both geographically and in terms of subjects tackled, the teamwork involved, the rapid assimilation of large volumes of information and

the exposure to many sides of major issues. Lochner's portrait of conference interpreters is highly idealistic : 'pioneers of the human world of the future'.

163 LONGLEY, Patricia E
Conference Interpreting. London, Pitman (1968), 69p.

The book is intended for young people who are interested in entering the I profession. Major changes have inevitably occurred since 1966, when it was written, and yet the book remains the most simple, easily accessible English language guide to professional openings.
Chapter 1) Brief outline of the use of interpreting. This chapter describes developments up to and including the advent of SI, and the concomitant change in the nature of the job.
Chapter 2) Interpreting - the job and its prospects. There are two main markets for interpreters, who may either become employees of an international organisation or work on a free-lance basis.
Chapter 3) Possible changes in the market for interpreters in the next ten years. The author's predictions are clearly outdated, but include some interesting ideas nevertheless, eg that of I as 'an additional skill to be acquired by suitable ambitious young men'.
Chapter 4) Present openings for training. Training, particularly in Britain, was still in its infancy at the time of writing.
Chapter 5) Requirements and selection. I is recommended as a career for women rather than men.
Chapter 6) Guidance for parents of young people wishing to enter the interpreting profession. A thorough knowledge of French and another appropriate language is essential, as is a degree, not necessarily in languages. (In the 1980s, however, three FLs are demanded in many instances.)

164 MANPOWER SERVICES COMMISSION
Translating and Interpreting. London, Careers and Occupational Information Centre (COIC), (1979), 16p.

The pamphlet, intended for school pupils, is one in a series entitled 'Career Profiles'. The profiles, which illustrate career patterns, working conditions and personality traits, include those of a staff interpreter at the Commission of the European Communities and a free-lance Japanese translator/interpreter.

165 MANPOWER SERVICES COMMISSION
Working in Languages. Sheffield, Careers and Occupational Information Centre (COIC), (1983), 16p.

This pamphlet is an updated and altered version of item 164. Within the context of CI, a distinction is drawn between SI and ConsI. Two

interpreters comment briefly about their work. There are also a few lines on both liaison I and court I. Would-be interpreters are recommended to follow a postgraduate course.

166 NORDBACK-LINDER, Harriet
Att vara tolk ; teknik, utbildning, arbetsmöjligheter (To be an interpreter ; techniques, training, employment possibilities). Stockholm, Natur och Kultur (1972), 99p.

The author feels that prospects for Swedish interpreters are bleak internationally but reasonable at home owing to increased immigration. Requirements for I are : knowledge of languages, knowledge of related subjects, intellectual capacity, good memory (active and passive), perfect hearing, a pleasant voice and an iron constitution.
A chapter on the history of I is followed by one explaining the two principal methods of I : SI and ConsI. The work of different types of interpreter is described : conference interpreter, business interpreter and court interpreter. The question of authorisation for interpreters in Sweden is addressed. A branch of the profession relatively new to Sweden is that of escort interpreter. Its practitioners are generally amateurs, who work in hospitals, with the social services or in conjunction with the employment market. In a chapter entitled 'What is interpreting ?' the I process is analysed. The author explores the three phases of the I process, as postulated by D Seleskovitch : listening and understanding ; memorising the message ; and reproducing the message. Chapter 6 contains practical advice as to I techniques, including those of note-taking for ConsI. Reference is made to the works by HERBERT (17) and ROZAN (70). The penultimate chapter is devoted to professional ethics, and the final one, 'How to become an interpreter', describes training opportunities in Sweden and abroad. Contact addresses etc are listed in several appendices.

167 PAEPCKE, Fritz
Der Übersetzer und Dolmetscher in der gegenwärtigen Welt (The translator and interpreter in the modern world). M.D.Ü. 28,5 (1982), 1-3.

It is Paepcke's opinion that technical specialists with a knowledge of languages might in future be competing for the jobs of linguists in their own fields, but that there is an unquestionable need for interpreters and translators in the administrative and legal areas. After a section on languages as a means of achieving understanding, we read of the aptitudes required, first of translators and then of interpreters.

168 PILLEY, A T
Conference interpreting as a career. Incorporated Linguist 11,3 (1972), 73-75.

'Interpreting is a tight, tough, exacting and ruthless profession,'says Pilley. The numbers of practising conference interpreters quoted here are somewhat out of date : AIIC, for instance, now has closer to 2,000 than 900 members, and another major change for English language practitioners has been the accession to the European Community of the United Kingdom and the Republic of Ireland. The author's assertion remains valid, nonetheless, and the prospects for would-be interpreters have, if anything, worsened. He refers disparagingly to the 'so-called Interpreters' Schools' in continental Europe, whose failure rate is massive, and warns against the establishment of similar institutes in Britain.

169 SAGER, Juan C
Employment prospects for graduates of university institutes for translators and interpreters. Incorporated Linguist 14,1 (1975), 2-8.

According to the writer, it is important and yet difficult for those training translators and interpreters to analyse the employment market. Several tables show the career patterns of some of the graduates from institutes in Germersheim (FRG), Paris and Geneva. Five conclusions are reached : 1) T and I are not yet generally recognised as graduate professions ; 2) The curricula of university institutes may be too narrow and fail to prepare graduates fully for professional life ; 3) Since a great number of graduates do not become translators or interpreters, a more general university education could be more useful ; 4) The degree of specialisation demanded at undergraduate level is perhaps too great ; 5) There is considerable over-production of graduates of insufficiently high standard to satisfy the stringent demands of the profession.
The proposed solution is a broadly-based undergraduate course in language studies, followed by specialised postgraduate training in T and I.

170 SCHMITT, Christian
Translating and interpreting, present and future. Incorporated Linguist 21,3 (1982), 96-102.

Schmitt states that a text cannot be understood, and much less communicated, without awareness of both its semantic and pragmatic content. A major obstacle for translators and interpreters is that the TL will not have the same resources as the SL for rendering a

culture-specific situation. The language of politics is particularly strongly marked by speech-act conventions, and yet the problem of the translatability of speech acts has yet to be investigated by T science. The findings of linguistics should be placed at the service of technical T. Developments likely to affect the T/I profession, including computer aids and lexicography, are explored. It is the author's opinion that 'in a world where the dynamics of communication are constantly growing in impetus, the status of translation work is bound to increase'.

171 SCHMITZ, Manfred
Der Sprachmittler in unserer Gesellschaft (The translator/interpreter in our society). Fremdsprachen 22,1 (1978), 3-5.

The major interest of this article lies in its portrayal of an approach to the profession in Eastern Europe which is fundamentally different from the one to which we are accustomed in the West. The author, a citizen of the German Democratic Republic, is highly critical of a newspaper article which appeared in the Federal Republic of Germany, where it was stated that the 'linguistic mediator' (Sprachmittler) should remain impartial, objective and reserved. In the GDR it is felt, on the contrary, that the very success of communication is dependent upon the linguist's active stance and positive allegiance. Neutrality is an impossibility. It is the duty of the translator/interpreter to identify personally with the aims of a socialist society.

172 VAN HOOF, Renée
A Community of twelve ? The impact of further enlargement on the European Communities : conference interpreting. Unpublished manuscript, Brussels, Commission of the European Communities (1978), 11p.

The Director of Interpreting and Conference Services of the Commission of the European Communities was looking ahead to the accession of Greece, Spain and Portugal to a Community which already operated with six official languages. She felt that the addition of three further languages might 'completely paralyse the normal working of the institutions', and that the question of I languages must be reviewed. Her proposed 'asymmetrical language arrangement' is based on the premise that it is easier to understand a FL than to speak it convincingly. There would be three standard systems : 1) the **normal** system, with I from all languages but only into certain widely understood languages ; 2) the **simplified** system, where I would be provided only from four or five languages into two or three ; and 3) the **formal** system whereby, in special circumstances only, I would be from nine languages into nine. As well as having

financial benefits, such a solution would serve to preserve the quality of I and consequently the reliability of communication.

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Association Internationale des Interprètes de Conférence, Geneva.

ATA Chronicle
Journal of American Translators Association, New York.

Audio-Visual Language Journal
(see British Journal of Language Teaching)

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Revue internationale de la traduction, Budapest.

Bradford Occasional Papers
Essays in language, literature and area studies, University of Bradford.

British Journal of Language Teaching
Organ of the British Association for Language Teaching, Oxford.

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(now Modern Languages in Scotland), Aberdeen/Edinburgh.

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E.U.T.I. (Escuela Universitaria de Traductores e Intérpretes), Barcelona.

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Paris.

Etudes et Carrières
Revue d'information professionnelle universitaire, Geneva.

European Journal of Education
Research, development and policies, Abingdon, Oxfordshire.

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Zeitschrift für Dolmetscher, Übersetzer and Sprachkundige, Leipzig.

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(see The Linguist)

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Bulletin de l'Association d'interprètes et de traducteurs, Université de Genève.

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Hitchin, Herts.

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Devoted primarily to methods, pedagogical research, and topics of professional interest to all language teachers, Madison, Wisconsin, USA.

Modern Languages
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Journal of the International Association for Learning Laboratories, Athens, Ohio, USA.

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